

**PROTOTYPING THE ENGLISH READING MATERIAL FOR
PUBLIC RELATION STUDY PROGRAM IN *UNIVERSITAS
NEGERI JAKARTA***



INDAH JUNIASARI T.

2215132955

***A Skripsi Submitted in Partial Fulfillment of the Requirement for
the Degree of “Sarjana Pendidikan”***

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

FAKULTAS BAHASA DAN SENI

UNIVERSITAS NEGERI JAKARTA

2018

LEMBAR PENGESAHAN

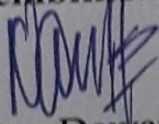
Skripsi ini diajukan oleh:

Nama : Indah Juniasari T.
No. Reg : 2215132955
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : Prototyping the English Reading Material for Public Relation Study Program in *Universitas Negeri Jakarta*

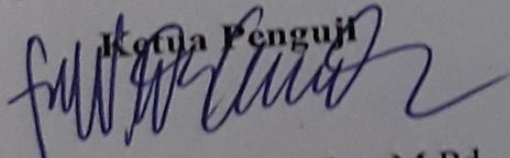
Telah berhasil dipertahankan di hadapan Dewan Penguji, dan diterima sebagai persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan pada Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

DEWAN PENGUJI

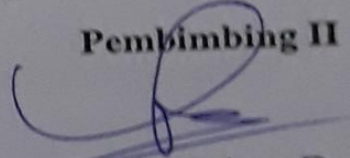
Pembimbing I


Dr. Ratna Dewanti, M.Pd
NIP. 196211071986032001

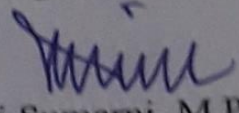
Ketua Penguji

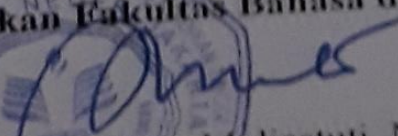
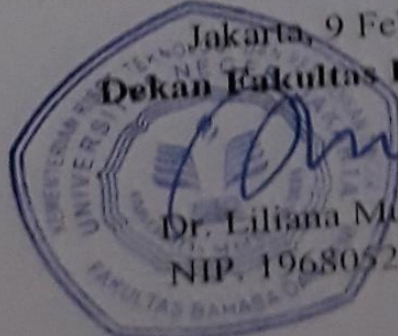

Nina Wanda Cassandra, M.Pd
NIP. 197806022005012002

Pembimbing II


Dra. Rutsje Helena D., M.Pd
NIP. 195410031985032001

Penguji Ahli


Dr. Sri Sumarni, M.Pd
NIP. 196005201985032001

Jakarta, 9 Februari 2018
Dekan Fakultas Bahasa dan Seni

Dr. Liliana Muliastuti, M.Pd
NIP. 196805291992032001


LEMBAR PERNYATAAN

Yang bertandatangan dibawah ini :

Nama : Indah Juniasari T.
No. Reg : 2215132955
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : Prototyping the English Reading Material for Public
Relation Study Program in *Universitas Negeri Jakarta*

Menyatakan benar bahwa skripsi ini adalah hasil karya saya sendiri. Apabila saya mengutip dari karya orang lain, maka saya mencantumkan sumbernya sesuai dengan ketentuan yang berlaku. Saya bersedia menerima sanksi dari Fakultas Bahasa dan Seni Universitas Negeri Jakarta, apabila terbukti saya melakukan tindakan plagiat.

Demikian saya buat surat pernyataan ini dengan seberar-benarnya.

Jakarta, Februari 2018



Indah Juniasari T

NIM. 2215132955

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai civitas akademik Universitas Negeri Jakarta, saya yang bertanda tangan di bawah ini:

Nama : Indah Juniasari T.
No. Reg : 2215132955
Fakultas : Bahasa dan Seni
Jenis Karya : Skripsi
Judul Skripsi : Prototyping the English Reading Material for Public Relation Study Program in *Universitas Negeri Jakarta*

Demi pengembangan ilmu pengetahuan, saya menyetujui untuk memberikan kepada Universitas Negeri Jakarta Hak Bebas royalti Non-Eksklusif (Non-Exclusive Royalty Free Right) atas karya ilmiah saya. Dengan Hak Bebas Royalti Non-Eksklusif ini, Universitas Negeri Jakarta berhak menyimpan, mengalihkan media/formatkan, mengelolanya dalam bentuk pangkalan data (database, mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lainnya untuk **kepentingan akademis** tanpa perlu meminta izin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah ini menjadi tanggungjawab saya pribadi.
Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Jakarta, 9 Februari 2018



Indah Juniasari T.

NIM. 2215132955

ABSTRACT

Indah Juniasari T. 2018. Prototyping the English Reading Material for Public Relation Study Program in Universitas Negeri Jakarta. A skripsi. English Language Education Study Program, Faculty of Languages and Arts, State University of Jakarta.

This study aims at prototyping the reading text material for Public Relation students in *Universitas Negeri Jakarta* (UNJ). This study was conducted by using Design-based Research (DBR) through two of four distinct phases: preliminary phase and prototyping phase. Instrumentations for collecting data were interview and document analysis. The subject of this research was five public relation students batch 2014-2016, while the document analyzed in this study covered: the objectives stated in MKU *Bahasa Inggris* course outline, the objectives of materials, and the English reading text materials presented in MKU *Bahasa Inggris* course book. After analyzing the data, the study found the students' needs in learning English in term of Public Relation in university level as the results of interviews and concluded that there is a significant irrelevance between the stated objective of MKU *Bahasa Inggris* for Public Relation students with the English reading materials provided in MKU *Bahasa Inggris* course book, the content of the English reading materials is unrelated to the nature of Public Relation. This study provided the prototype of English reading materials based on the needs of Public Relation students and the stated objective of MKU *Bahasa Inggris*.

Keywords: English Reading Materials, Materials Development, Public Relation Study Program

ABSTRAK

Indah Juniasari T. 2018. Prototyping the English Reading Materials for Public Relation Study Program in Universitas Negeri Jakarta. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk menghasilkan prototipe materi bahan bacaan Bahasa Inggris pada program studi Hubungan Masyarakat Universitas Negeri Jakarta (UNJ). Penelitian ini dilakukan menggunakan metode *Design-Based Research* (DBR) melalui dua dari empat tahap: tahap pendahuluan dan tahap prototipe. Instrumentasi untuk mengumpulkan data adalah melakukan wawancara dan menganalisis dokumen. Subjek dalam penelitian ini merupakan lima orang mahasiswa program studi Hubungan Masyarakat angkatan 2014-2016 dan dokumen yang dianalisis dalam penelitian ini mencakup: tujuan yang tertera dalam kerangka pembelajaran, tujuan bahan pembelajaran, dan bahan bacaan teks Bahasa Inggris yang tertera di dalam buku MKU Bahasa Inggris. Setelah menganalisis data, penelitian ini menemukan kebutuhan mahasiswa dalam pembelajaran Bahasa Inggris setingkat Universitas sebagai hasil dari wawancara dan menyimpulkan bahwa ada ketidakselarasan yang signifikan antara tujuan yang ditetapkan MKU Bahasa Inggris untuk mahasiswa program studi Hubungan Masyarakat dengan bahan bacaan Bahasa Inggris yang disediakan dalam buku MKU Bahasa Inggris, isi dalam bahan bacaan Bahasa Inggris tidak bersangkutan dengan keadaan mahasiswa program studi Hubungan Masyarakat. Penelitian ini menyediakan prototipe materi bacaan Bahasa Inggris berdasarkan kebutuhan mahasiswa program studi Hubungan Masyarakat dan tujuan yang ada di dalam buku MKU Bahasa Inggris.

Kata Kunci: Materi Bacaan Bahasa Inggris, Pengembangan Materi, Program Studi Hubungan Masyarakat

ACKNOWLEDGEMENT

Bismillaahirrahmaanirrahiim..

Alhamdulillahilahi rabbil 'alamiin..

Praise belongs to Allah, Lord of the Universe, To Whom we worship and we pledge for help. *Shalawat* may always be poured to the man of honesty, patience, devotion, noble, discipline, consistency, empathy, Rasulullah SAW (peace be upon to him), and to his followers to the end of the day. I express my highest gratitude to Allah SWT for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis. In arranging this study, a lot of people have provided motivation, advice, and support for me. In this valuable occasion, I intended to express my gratitude and appreciation to all of them.

Primarily, my deepest appreciation goes to my beloved parents, Papah and Mamah, for the endless love, pray, support, and the phone call every day in order to remind me to keep going and never giving up. My gratitude also goes to my beloved sister, Indri Fadilah, for every support in any form especially to accompanying me some nights in many places with Wi-Fi and never stops asking me about this study completion.

Then, this study would not have been possible without the help, support, and patience of my first advisor, Dr. Ratna Dewanti, M.Pd for the supervision, advice and guidance from the very early stage of this study. Also, I thank to my second advisor, Dr. Rutsje Helena D., M.Pd who has helped me patiently in finishing this study by giving suggestion, guidance, and correction. My greatest appreciation also goes to Dr. Sri Sumarni, M.Pd and Nina Wanda Cassandra, M.Pd as the examiner for their advice, supervision, and crucial contribution in the improvement of the result of this study. However, I would like to thank to the all lecturers and staff in English Language Education Study Program at UNJ for all the help and support.

Meanwhile, I am very grateful to have a *skripsi*-mate as my *imam*-to-be, Osy Benu Ismail, for his generous help and support, kindness, endless patience, and every unconditional thing he did. Then, thank you for surprising me among the crucial problems we faced.

To my *muraja'ah* partners, Puspa and Devi, thank you for being such a good reminder every time and for always support me though our tears are uncountable behind those longing moments. Thank you for my lovely ukhties, teh Eka, Biah, ka Susi, ka Rina, ka Moris, ka Endang, ka Eva, ka Nur, ka Septi, teh Yuni, who always ready to help me, to answer a lot of my questions, to support every my idea and decision, and to be a good reminder in every situation I faced. For my entire mentees, Indah Lathifah, Ilmala, Rena, Rasiqah, Ningsih, Meli, Marsela, Dina, thank you for your support, pray, and patience to raise my deepest appologize during this study. Then, I would like to say thanks to Citra, Edes, and Neni for being such a good partner who always ready to help me. I am really grateful to have all of you in my life.

My gratitude also goes to ED 13 Dik A, the big family of KIF FBM UNJ, Nuraniku UNJ 2017, Gen Madanians, all of the staff and teachers in SDIT Al-Muttaqin and BKB Nurul Fikri Megapolitan Barat. I appreciate to all of generous support, advice, pray, and every crucial contribution they gave during this project.

Finally, I would like to thank everybody who was important to the successful realization of this undergraduate thesis. This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtfull suggestion and critics are welcomed.

TABLE OF CONTENTS

LEMBAR PENGESAHAN	i
LEMBAR PERNYATAAN	ii
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS	iii
ABSTRACT	iv
ABSTRAK	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	viii
LIST OF APPENDICES	xi
CHAPTER I: INTRODUCTION	
1.1 Background of the Study	1
1.2 Research Questions	5
1.3 Purposes of the Study	5
1.4 Scope of the Study	5
1.5 Significance of the Study	6
CHAPTER II: LITERATURE REVIEW	
2.1 Materials Development	7
2.1.1 Principles of Materials Development	9
2.2 English Reading Materials	10
2.2.1 Theoretical Development of English Reading Materials in University Level	12

2.3 English for Specific Purposes	13
2.4 Needs Analysis	15
2.4.1 Criteria of Reading Materials Analysis	18
2.4.1.1 Interest	19
2.4.1.2 Lexical Knowledge	20
2.4.1.3 Authenticity	21
2.4.1.4 Variety in the Topic of Reading	22
2.4.1.5 Cultural Background Knowledge	22
2.4.1.6 Text Layout	23
2.4.1.7 Text Visuals	24
2.3.1.8 Values	25
2.5 English General Admission in <i>Universitas Negeri Jakarta</i>	26
2.6 Public Relation Study Program	27
2.7 Conceptual Framework	27
 CHAPTER III: METHODOLOGY	
3.1 Research Design	29
3.2 Participants of the Study	32
3.3 Time and Place of the Study	33
3.4 Data and Data Sources	33
3.5 Research Instruments	33
3.6 Data Collecting Procedure	34
3.6.1 Document Analysis	34

3.6.2 Interview	36
CHAPTER IV: FINDINGS AND DISCUSSIONS	
4.1 The Needs of <i>Hubungan Masyarakat</i> study program students in English Reading Materials	38
4.2 The Existing Reading Materials	41
4.3 The Suggested Materials	47
4.4 Discussions	50
CHAPTER V: CONSLUSION AND SUGGESTION	
5.1 Conclusion	55
5.2 Suggestion	56
REFERENCES	57

LIST OF APPENDICES

APPENDIX 1: MKU <i>Bahasa Inggris</i> Course Outline	i
APPENDIX 2: MKU <i>Bahasa Inggris</i> Reading Materials	1
APPENDIX 3: Analysis of the Existing Reading Materials	39
APPENDIX 4: Transcript of Interview	50
APPENDIX 5: Suggested Reading Materials	55

CHAPTER I

INTRODUCTION

This chapter provides the background of the study, research questions, objectives of the study, scope of the study, and significances of the study.

1.1 Background of the Study

The presence of English as the compulsory subject in junior high school and adaptive subject in senior/vocational high school of Indonesia is helpful and needed. Moreover, in many universities, English becomes an important thing to be mastered by the students as they require it to support their academic life, but most Indonesian students have shared the same problems in English learning, one of the problems is the lack of relevance between the needs of students to the materials they got in the classroom.

The needs of English language are certainly different in every study program of the universities as they have their own specific field. In learning English, the university students should learn how English is implemented in particular field of study for particular purposes instead they learn the basic-English anymore. Hence, English in university is a type of English for specific purposes (ESP) which is the approach to be used in teaching English. Hutchinson and Waters (1987) stated that ESP is an approach to language teaching to fulfil the need of particular learners. Furthermore, Richard (2001) stated that ESP is commonly conducted for those works in an institution or have

been in a professional work situation. So, it can be concluding that English in university is the type of ESP that has to be relevant among the needs in target situation and materials given.

Regarding to that, students of Public Relation study program are expected to have a good ability in English. It is known that in this study program, teaching and learning processes are carried out using English in the forms of spoken and written. In spoken forms, during in some teaching and learning processes the lectures give instructions and explanations by English, while in written forms, the students have to read many English references and literature to support their study. In this case, it can be said that the ability of English seems very crucial in this major.

English reading skills are very important for Public Relation students. Beside they will frequently find English for public relation texts, they also have to understand a wide range of texts, from academic textbooks to Internet articles, including how to analyse complex sentences and identify such things as the writer's stance. It will make them know how to produce coherent and well-structured assignments, including such skills as paraphrasing and the use of the appropriate academic phrases. Moreover, with a lot of reading materials, it will help the students to get a wide range of activities to develop their knowledge and use of key vocabulary, both in the field of public relations and of academic study in general. In other words, the students should be given texts which have close relation with a context of public relation studies.

In line with that, the Ministry of National Education in Indonesia has issued a policy that requires all higher education institution to include a two-credit course unit on *Mata Kuliah Umum (MKU) Bahasa Inggris* for curriculum of undergraduate program (S1). Meanwhile, *Universitas Negeri Jakarta*, a university which aims to produce educators that will be able to compete in national and international levels, has MKU *Bahasa Inggris* unit as a compulsory course for its undergraduate students. As reflected on *Buku Pedoman Akademik (BPA) UNJ 2013*, that the purposes of this subject are to develop students' reading skills in line with their needs in each study program and also to help students achieve the minimum requirement of English by the end of their study in UNJ.

In achieving those purposes above, Public Relation and almost all study program in UNJ take MKU *Bahasa Inggris* as a compulsory subject that is required by students of those majors to take as required accomplishment in the end of their majors. According to the purposes of MKU *Bahasa Inggris* in UNJ, the lectures should have a responsibility to conduct or to administer this course related to each of study program. The materials provided by MKU *Bahasa Inggris* in UNJ for all majors are packaged in a book which is compiled by the team of MKU *Bahasa Inggris* in UNJ and named as "MKU *Bahasa Inggris* Course Book". However, it is a fact that the English learning materials provided by MKU *Bahasa Inggris* in UNJ for one major is similar to other majors in UNJ. Meanwhile, in order to support that goal, the appropriate English reading materials are needed for the students. The developed materials of MKU *Bahasa*

Inggris should represent students' needs, in this case students of Public Relation study program.

Some related research had been conducted before. Ma'arah (2016) in 'Developing English Reading Learning Materials for International Mathematics Education Study Program of UNY' found that the mathematic students have problems in doing skimming technique and summarizing a text while they need to understand the implicit meaning quickly. Then, Putra (2016) in 'Developing English Reading Materials of MKU *Bahasa Inggris* for *Tata Busana* Study Program in *Universitas Negeri Jakarta*' focused on analyzing the current MKU English reading materials, evaluate the materials, and develop it based on the needs of the students. Other research was also conducted by Wibowo (2016) in his thesis entitled 'Developing English Reading Materials of MKU *Bahasa Inggris* for Early Childhood Study Program in *Universitas Negeri Jakarta*' in line with the same activities. Moreover, many other related research had been conducted in order to support this study and most of them focused on analyzing, evaluating, and investigating how to develop the materials. Furthermore, researcher decided to conduct this study because of the students of Public Relation study program got the difficulties and irrelevance MKU *Bahasa Inggris* materials based on their study program. Moreover, we know that they, as Public Relation students, have to develop their speaking skill from the appropriate English reading materials given by the lecture. In fact, they just got the general English reading materials so it couldn't improve their speaking skill.

1.2 Research Questions

Based on the problems above, this study identified that some research questions:

1. What are the needs of Public Relation study program students in English reading materials?
2. How are the existing English reading materials of MKU *Bahasa Inggris* for Public Relation study program in *Universitas Negeri Jakarta*?
3. How is the prototype of the English reading material for Public Relation study program in UNJ?

1.3 Purposes of the Study

This study is aimed at:

1. Investigating the needs of Public Relation study program students in English reading materials.
2. Analysing the existing reading materials of MKU *Bahasa Inggris* course book for Public Relation students,
3. Proposing the prototype of English reading material for Public Relation study program in UNJ.

1.4 Scope of the Study

This study is limited to the needs of Public Relation study program students in English reading materials, the existing English reading materials for Public Relation study program students, and the prototype of English reading

material for Public Relation study program in UNJ. The result of the study is expected to give contribution for the development of English reading materials in that study program.

1.5 Significances of the Study

This research is expected to be used to give benefits both theoretically and practically. Theoretically, the result of this study can help the other researchers to get the supporting information/data related to English reading materials and English for specific purposes (ESP). Besides that, for the researcher, the study will help them uncover critical areas in the educational process that many researchers were not able to explore. Thus, a new theory on developing English reading materials may be arrived at. Practically, the results of this study are expected to be used as beneficial input for the next researchers in same topic and can give a good understanding for the writer about the topic discussed. Furthermore, this study can give the contribution for lectures of MKU *Bahasa Inggris*, especially for Public Relation study program, to increase their awareness in developing their teaching and learning materials based on students' needs.

CHAPTER II

LITERATURE REVIEW

This chapter provides the materials development, principles of material development, English reading materials, theoretical development of English reading materials in university, English for specific purposes, needs analysis, criteria of reading materials analysis, English general admission, Public Relation study program, and conceptual framework.

2.1 Materials Development

There are five important components in language teaching: students, teachers, materials, teaching methods, and evaluation. Material resources include textbooks, charts, maps, audio-visual and electronic instructional materials such as radio, tape recorder, television, and video tape recorder. Other category of material resources consists of paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, workbooks, and so on (Atkinson, 2000). In line with that, Nunan (1992) stated that teaching materials are often the most substantial and observable component of pedagogy. In short, Cunnings (Richards, 2003) explained the role of materials (particularly textbook) in language teaching as a resource – for presentation materials are activities for learners practice and communicative interaction, for learners on grammar, vocabulary, pronunciation stimulation and ideas for classroom activities, and also as a support for less experienced teachers. Teachers’

experiences and understanding of their students is very important in materials development, so that the students are motivated in learning the target language.

According to Tomlinson (1998), materials development refers to anything which is done by writers, teachers or learners to provide sources of language input in ways which maximize the likelihood of intake. In doing so, materials developers, including teachers, may bring pictures or advertisements in the classroom, compose a textbook, design a student worksheet, read a poem or an article aloud. In 21st century era, the textbook is the best medium for delivering language-learning materials, it is a cost-effective way of providing the learner with security, system, progress, and revision, whilst at the same time saving precious time and offering teachers the resources they need to base their lessons on. In the past, materials development practitioners were either teachers with little awareness of applied linguistics or applied linguists with little awareness of teaching and learning. Nowadays, there are many materials development experts who have considerable experience and expertise as teachers, as materials development practitioners, and as materials development researchers.

Richards (2001) observes that “instructional materials generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom”. It is also commonly accepted that most language teachers use course books and there is not course book which can meet the needs and wants of every (or even any) class (Tomlinson, 2010). This means that “Every teacher is a materials developer” (English Language Centre, 1997) who is constantly evaluating the available materials, adapting them, replacing them,

supplementing them and finding effective ways to implement the materials chosen for classroom use. This is truer today than ever as the economics of publishing dictates that most course books on the market are still global course books for all learners of English whereas most learners of English these days are learning it in distinctive contexts for distinctive purposes. Materials development must therefore be central to any course designed to train, educate or develop new or practising teachers and it must be accorded significance by the applied linguists and teacher trainers who run such courses and/or publish articles, chapters and books for use on them. In addition to the obvious pragmatic function of preparing teachers for the realities of classroom teaching materials development can also be extremely useful as a “way of helping teachers to understand and apply theories of language learning – and to achieve personal and professional development” (Tomlinson, 2001).

2.1.1 Principles of Materials Development

In terms of material development, the material developer need to consider the two key questions, namely what should be provided for learners as materials and how to give them to learners. Materials designers may say that the key of material development is intuition or tacit knowledge which they know what work and what will not work based on their experiences. Although this seems to be good for developing materials, another point which need to be aware of is subjective, especially from conservative teachers who generally might not want to change. therefore, it had better to listen to teachers and learners’ voices to see what they are interested in and what are their opinions toward materials.

In line with that, Tomlinson (1998: 5-22) proposes fifteen principles for materials development which derive from second language acquisition research and experiences. Of these, the researcher will focus on the following six as those which should drive English language teaching materials development: (1) “materials should achieve impact.” which means that they should have attractive presentation and appealing content to target learners, (2) “the learners’ attention should be drawn to linguistic features of the input.” which means materials should include grammar and how to achieve communication, (3) “materials should expose learners to language in authentic use.” which means they should provide learners with advice and instructions for their activities include spoken language and written text, (4) “materials should provide learners with opportunities to use target language to achieve communication process.” (5) “materials should maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left-brain activities.”, and (6) “materials should provide opportunities for outcome feedback on the effectiveness of use language rather than accuracy of language.”

2.2 English Reading Materials

According to Tomlinson (1998), the learning materials used for teachers and students which support the implementation of learning activity. Meanwhile, Mbamba (1992) pointed out the learning materials to the object which organized for supporting learning and teaching process. The materials to learn is inseparable

to the learning activity and becoming the requirement to measure how far the competence of students during learning.

In learning, reading has important role to be successful in learning language. Brown (2004) stated that reading is the most essential skill for success in all study contexts. Reading identified by Harmer (2013) as an essential skill for learner to master not only English but also in learning any content class where reading in English is required. The reading materials purposed to fulfil the needs of reading competence for students are usually provided in the form of written or printed text, such as article and topic. Afterwards, students analyzed the article they have read before through various ways, such as scanning to find out the main idea and making some summaries with their own language.

The goal of reading is comprehension, as Grellet (1996) defines reading comprehension as understanding a written text means extracting the required information from it as efficiently. In conclusion, reading comprehension is the process of constructing meaning from text. Understanding the text means not only know the meaning of each word from the text but also know the meaning of the whole text about. Meanwhile, reading activity in the English classroom most commonly read for general comprehension. The text might be read such as short story, novel, article, or a report of novel of some types to understand the information in the text, to be entertained, and/or use the information for a particular purpose.

In the context of public relation students, it is possible for ESP teachers to teach the students by using authentic materials. Nunan (1998) defines authentic materials as any material which has not been specifically produced for the purpose of

language teaching. The materials can be form of a textbook, a photocopied handout, newspapers, etc. (Thomlinson, 2011). Moreover, the reading materials within the textbook should provide the relevant reading materials with the students' major in order to meet the students' needs. According to Thomlinson (2011) that the materials are designed based on real-world situation, so it would be useful in real-world students. Therefore, teachers should be careful to design and adapt the materials because the materials have to be matched with the situation of the students in that level, so the materials used by the teachers can be implemented in the classroom effectively and in the future, could be used later in students' target situation.

Furthermore, university students are supposed to give the materials for further reading which are relevant to their needs because they will face commonly the texts such as international news, business mail, international journal, international report, etc. therefore, it can be concluded that the reading given should provide what they need to their reading ability.

2.2.1 Theoretical Development of English Reading Materials in University Level.

Reading is one of the most important activities in which students will have to engage, and skill in reading is one of the most important that students need to develop. Actually, reading is not just one skill, it is a set of skills because reading is a major part of the activity in which students have to engage that most reputable guides to study skills give at least some space to discussing it. In terms of reading

activities, Harmer (2000) states two reasons for reading; instrumental and pleasurable. Instrumental reading happens because of some kinds of utilitarian or instrumental purpose in mind. Grellet (1996) declares that people read book in order to find out something or in order to do something with the information (they) get.” In other words, the readers read because of certain purpose. Pleasurable reading is a reading for fun (Harmer, 2000) for example reading comics, novels, etc. in some cases, instrumental reading may be done for fun as well as for some utilitarian purpose, for example reading psychology book which is the readers’ field of study and interest. Eagleton (1996) has same opinion that people read books of poems, novels, etc. because of they find them pleasurable, and it is truly appropriate as far as the foreign language is concerned.

Grellet (1996) defines reading as ‘an active skill’. It requires practice and exercise. To be an effective reader, one should make a logical link between the language of the text and his mental perception. Furthermore, the university-level reading is much more sophisticated than at high school, and in a special course load, students may encounter and face many more literacy genres than ever before. They may be asked to read, comprehend, and apply them in a meaningful way. Understanding these texts are essential for academic success, yet may be important for the language learning tasks.

2.3 English for Specific Purposes

English for specific purpose (ESP) is an approach to teach English for specific purposes. But theoretically and practically, ESP is different from teaching

English for general. ESP has special characteristics which led students and teachers to be able in using English for specific field. The main goal of ESP is dealing with the usefulness of English in fieldwork. For instance, university students who take mechanic major, they need special skill of English such as reading to read manual instruction, manual operation or etc. which means that they need to learn English for their specific need and it is important for supporting their future job.

Hutchinson and Waters (1987) as summarized by Milevica Bojović argue that ESP as an approach rather than a product– meaning that ESP does not involve a particular kind of language, teaching material or methodology. The basic question of ESP is: Why does this learner need to learn a foreign language? The purpose of learning English became the core. It can be understood that ESP deals with learning English is based on students' need especially for their future job. While Streven (1998) as quoted by Milevica Bojović claims that definition of ESP makes distinction between:

- 1) absolute characteristics (language teaching is designed to meet specific needs of the learners related in the content to particular disciplines, occupations, and activities; Centre on the language appropriate to those activities in syntax, text, discourse, semantics and so on, and analysis of the discourse; designed in contrast with general English) and
- 2) two variables characteristics (ESP may be restricted to language skills to be learned such as reading and not taught according to any pre-ordained methodology).

ESP should be made to follow a set phase of cyclical activity. According to Dudley-Evans and St.John (1998) and Basturkman (2010), there are at least five main phases that must be completed in ESP. These five phases are: needs analysis, goal setting, selection and preparation of materials, teaching and learning, and evaluation.

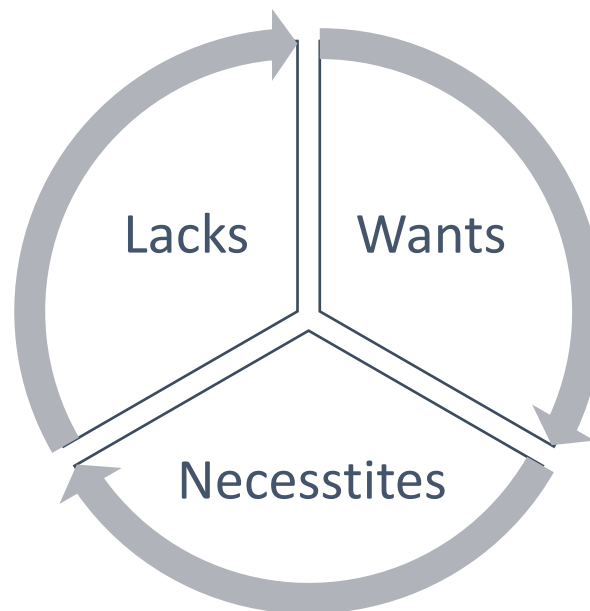
It can be summarized that ESP deals with teaching English based on students' need related in particular disciplines, occupations, and activities. That's why ESP is different from English for general. The main distinction is based on the purpose or the aim of usefulness English in each or particular disciplines and etc. The application of ESP itself spreads on some disciplines, occupation and institutions or school which prepares their students to be professional in their disciplines especially in using English based on the need of field work.

2.4 Needs Analysis

In line with the English for specific purposes (ESP) in university-level, the most important stage is the needs analysis stage. A needs analysis then aims at defining the needs of the learners as accurately as possible to specify the different uses of English for pursuing academic or occupational purposes: "which aims to specify as closely as possible what exactly it is that students have to do through the medium of English." (Robinson, 1991: 3). Or, as Johns and Dudley-Evans (1993: 116) put it: "...designed to meet specified needs of the learner."

Hutchinson and Waters (1987) divide needs into target needs and learning needs. This way is to ease when finding out what learners know, don't know, or want to know. The analysis of target needs can look at this figure:

Figure 2.4 Three types of needs



Hutchinson and Waters (1987) defined 1) necessity is the point that asks what the necessity of learner in learning English. The learner who has to know in order to function effectively in the target situation. 2) Lacks is the term what item that learner hasn't master. In this step, we should analyse what the learner knows already because it will help to decide which of the necessities the learner lack. 3) Wants is the term what the learner wants during the course. The learners may have a clear idea of the target situation because they certainly have a view about their lacks. But it still possible that the learners have their own perception of their interested parties.

In need analysis, the designer identifies the learning problem, the goals and objectives, the audience's needs, existing knowledge, and any other relevant

characteristics of students. Analysis also considers the learning environment, any constraint, the delivery options, and the timeline for the project. During analysis, the designer develops a clear understanding of the "gaps" between the desired outcomes, and the audience's existing knowledge and skills. The questions used during the analysis phases are: 1) Who is the audience and what are their characteristics? , 2) What types of learning constraints exist?, 3) What are the delivery options?, 4) What are the pedagogical considerations, (verbal, visual, tactile, auditory)?, 5) What is the timeline for project completion?. To identify the specific skills that the learner must have mastered prior to beginning the instruction. This is not a listing of all the things learners can already do, but an identification of the specific skills they must be able to do in order to begin the instruction. It is also important to identify any specific characteristic of the learners that may be important to consider in the design of the instructional activities. The results of analysis will guide to design the lesson. The areas related to the analysis include 'general characteristics, specific entry competences (knowledge, skills, attitudes,) and learning styles. Similarly, Casper (2003) states that a need analysis includes all the activities used to collect information about the students' learning needs, wants, wishes, or desires. Furthermore, Munby (1987) proposes the elements of need analysis which are related to the participants, communication need processor, profile needs, language skills selector, linguistic encoder, and communicative competence specification.

2.4.1 Criteria of Reading Materials Analysis

In this research, in attempt to build suitable criteria for the purpose of the current study about the English reading materials, the researcher will review the sources of related literature and relevant study. It is found that the lists prepared by Littlejohn's Future Curriculum (2000) and Ali (2010) are the most related ones. Thus, the writer discussed in general criteria items mentioned in the checklists and chooses what is related from these checklists to analyse the existing English reading materials in MKU course book.

Littlejohn's Futures Curriculum (2000) draws the six important principles, they are coherence, significant content, decision-making in the classroom, use of students' intelligence, cultural understanding, and critical language awareness. Coherence refers to the use of themes or topics as a way of connecting lessons to each other in order to give students greater understanding of the subject. Significant content is content which is worth knowing and treated appropriately and not trivialized. Decision-making in the classroom refers to having students shaping the lesson themselves by making decisions about the lesson. Use of students' intelligence means having students think about the subject by using such skills as hypothesizing and negotiating rather than simple retrieval and repetition of the information being presented. Cultural understanding means the exercises which promote cultural awareness and understanding by encouraging students to take viewpoints other than their own and to learn about other cultures. Critical language awareness focuses to encouraging students to think critically about the language in use and to contemplate why the language is being used in that particular way.

The followings are eight criteria for analysing the reading texts collected from Ali (2010): interest, lexical knowledge authenticity, variety in the topic of reading, cultural background knowledge, text layout, text visual, and values. Each criteria has its explanation from relate literature and those are used as the instruments for analysing the existed English reading materials and as parameters for developing the future suggested materials.

2.4.1.1 Interest

Interest is often thought of as a process that contributes to learning and achievement. That is, being interested in a topic is a mental resource that enhances learning, which then leads to better performance and achievement (Hidi, 1990). Indeed, research has demonstrated that both situational and individual interest promote attention, recall, task persistence, and effort (Ainley, Hidi, & Berndoff, 2002; Hidi, 1990; Hidi & Renninger, 2006).

Meanwhile, an interest is the most important factor in selecting a reading text. Williams (1986:42) claims that “in the absence of interesting texts, very little is possible.” Jordan (1997:145) and Williams (1986:42) add that interest is vital, for it increases motivation, which is turn is a significant factor in the development of reading speed and fluency. When the topic of a passage is not the one of interest to students, their motivation to read is substantially lessened. Without this motivation, it is exceedingly difficult to meet one of the generally accepted aims of a reading program to help get the learners to read in English on their own, outside the reading classroom. Interest or motivation is an important factor in determining how hard

readers will work at trying to understand what they read. Since interest leads to motivation, then motivation is one of the key factors that determine the students' success. It provides the main incentive to initiate learning a foreign language. Without sufficient motivation, even students with the best abilities cannot accomplish any success.

2.4.1.2 Lexical Knowledge

Lexical knowledge is a complex issue paramount to overall foreign language proficiency. It entails the ability to recognise as well as apply lexical items appropriately to situation and context of use. A lexical item, also referred to as a lexeme is understood to represent “basic abstract unit of the lexicon on the level of language which may be realised in different grammatical form such as *write* in *writes*, *wrote*, *written*. A lexeme may also be a part of another lexeme, e.g. *writer*, *ghost-writer*, etc. In its border sense, ‘lexeme’ is also used synonymously for ‘word’ to denote a lexical unit or element of the vocabulary” (Bussman 1996:273).

In line with that, new lexical items are defined by Nutall (1982:16 cited in Day 1994) as words and idioms or compound phrases. Carter and McCarthy (1988:104) define density as the ratio of unknown words in a text. There is an evidence that too high a density of unknown words in a text has a negative effect on comprehension and vocabulary learning. Thus, determining the amount of unknown vocabulary is crucial in order to know if it enables the foreign language learner to read with reasonable comprehension. Since the readers possess a reasonable range of vocabulary knowledge, reading comprehension can come out

in a practical way. According to Calixto (2004:74), vocabulary is an important part of reading. The relationship between vocabulary and reading comprehension is complex and dynamic. Without sufficient vocabulary, learners may make a wild guess at the unknown words, and may not be able to fully understand the reading text.

2.4.1.3 Authenticity

There are several definitions from different experts about the authenticity; based on Harmer (1991), authentic texts as those which are designed for native speakers. For example, the articles in a newspaper or a magazine whereas non-authentic texts those which have been changed, most often simplified to suit the requirements of foreign language curriculum. Furthermore, according to Peacock (1996), authenticity refers to materials that have been produced to fulfil some social purpose in the language community.

Authentic materials have several characteristics cited from Al-Masri (1993), that authentic materials should: (1) provide proper representation of the linguistic forms occurring in a particular text, (2) heighten the learners' awareness of grammar in real use, (3) train the learners to deal with real English without feeling inhibited, (4) promote the learners' confidence and motivation, additionally, Beardo (2006) summarizes the main advantages of using authentic materials in the classroom in the following points, (5) having a positive effect on students' motivation, (6) giving authentic cultural information, (7) exposing students to real

language, (8) relating more closely to students' needs, and (9) supporting a more creative approach to teaching.

2.4.1.4 Variety in the Topic of Reading

The researcher uses the term “variety” to mean using different types of topics in dealing with reading text. The topic is the broad, general theme or message of the text. It is what called the subject of the reading text. Day (1994) states that the variety of topics used in the reading texts would help to maintain students' interest and motivation. In addition, Beardo (2006) argues that a reading course can be made more interesting if a variety of texts are used. Students very often find it very boring when dealing with only one subject area, as can be the case when dealing with English for specific purposes (ESP). one of the advantages of using texts dealing with the same subject is that they use the same vocabulary, with the student having to make a very little conscious effort to learn it.

The use of a variety of resources that enable the students to learn through a rich and varied selection of instructional materials. Such materials may include books, independent and guided readers, writing programs, e-learning and other technological resources. “hands-on” manipulative and other practical or specialized resources which support the subject matter and student learning outcomes.

2.4.1.5 Cultural Background Knowledge

According to Chastain (1988), culture may mean different things to different people. Culture Is defined as the way people live. Brown (1994) points out that the

culture is the context within which we exist, think, feel, and relate others. It is the ‘glue’ that binds a group of people together. It can be defined as a blueprint that guides the behaviour of people in community and is included in family life. It governs our behaviour in groups, makes us sensitive to matters of status, and helps us know what others expect of us and what will happen if we do not live up to their expectations.

Furthermore, Al-Masri (1993) points out the lack of immediate connection between the learning materials and the learners’ contemporary reality, interests and purposes is likely to weaken their drive for learning English and slow their achievement. The texts which are not related to the students’ culture and religion will be less motivating for them to read and will be more difficult to comprehend than the culturally-related ones.

2.4.1.6 Text Layout

Many factors affect the legibility of a reading text. Among those are: font type, font size, the space between words, lines, or paragraphs, the width of margins, the nature of ink used for printing and the texture, colour, and reflective qualities of the paper (Lunzer and Gardner, 1979). The font size and type are factors to consider for beginning readers. Font type which is larger than normal is an aid in the initial stages of reading, as it helps in the decoding process. Larger size is commonly used in the beginning readers for first language reading. Type that is too large, however, may be a detriment to developing rapid reading, for it can hinder the readers’ ability to process chunks of prints as the eyes move across the page. The font should be

clear and attractive to aid beginning readers in the decoding process (Day, 1994). In this context, Beardo (2006:62-63) states that it may seem to be very superficial aspect but the appearance of any article is the first thing that the student notices. An attractive looking article is more likely to grab the readers' attention rather than a page full of type.

Furthermore, the most important factor in the text layout is its organization. If the reading text is divided into paragraphs, this will help students to feel the unity of the topic and will organize their reading. Dividing the reading material into paragraphs means dividing it into sub-topics. A well-presented passage will affect students' comprehension. Students will have better comprehension of well-organized texts while a text that is not well-organized might present problems for students. The layout of the reading text should be clear and cluttered. It should be well presented with colourful illustration and with quite a large amount of spaces between lines.

2.4.1.7 Text Visuals

Students usually react more favourably to bright, colourful, interesting, and well-illustrated materials. They can range from simple hand-made realia, charts, and pictures to electronic and digital materials. According to Griffiths (1995), picture and other visual materials can activate students' prior knowledge. In line with that, Jahangard (2007) also defines visual materials as the facilities that can enhance language learning in classrooms.

Moreover, visual materials can be a helpful tool in the language classroom as Mannan (2005) points out that ‘help the teacher to clarify, establish, correlate, and coordinate accurate concepts, interpretations, and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful, and vivid. Visual materials or anything use to help the student see an immediate meaning in the language may benefit the student and the teacher by clarifying the message, if the visuals enhance or supplement the language point, as Canning-Wilson (2000) indicates in her work. These advantages suggest that visuals can help make a task or situation more authentic (Canning-Wilson, 1998).

Overall, the text visual materials will help the students not only understand the meaning of the text better but also how the text would be used. In addition, more attractive in the reading text, it will appeal to the student and motivate them to understands the reading text.

2.4.1.8 Values

A value is a belief which need not rely upon facts or evidences, although a value position can be supported or challenged by knowledge prepositions. Ryle (1994) states about the values as ‘dispositions’ which incline us towards specific structures, tasks, and patterns of behaviour.

The university is an educational institution that considerably influences the individual’s moral constitution, steers his behaviour, and affects his tendencies, inclinations, and attitudes. Litz (2005) declares that the materials selected for reading should reflect the needs of learners, the aims, the methods, and the values

of teaching program. In line with Litz, Hill (2011) declares that values are learnt, not inherited. Education therefore performs a fundamental role as one of the factors which shapes values. Cultural relativists argue that values are very much tied to cultural contexts and may be influenced by the political, economic, and social environment on an international, national, local, and even family level.

2.5 English General Admission in *Universitas Negeri Jakarta*

The Ministry of National Education in Indonesia has issued a policy that requires all higher education institution to include a two-credit course unit on *Mata Kuliah Umum* (MKU) *Bahasa Inggris* for curriculum of undergraduate program. MKU *Bahasa Inggris* stands as compulsory subject for university students providing English language for them to improve their reading and writing skills in English to help their academic activities. whilst speaking and listening skills developed in line with activity in the classroom. This English language learning approach uses the communicative approach and use a variety of methods and techniques of creative teaching where students are given the widest possible opportunity to be active to use English in the classroom.

Furthermore, the purpose of MKU *Bahasa Inggris* of UNJ (Based on *Buku Pedoman Akademik*, 2013, 62) is to develop students reading skills in the English language with respect to their field of study and disciplines that occupied to help students achieve the minimum standard of English proficiency by the end of the study program.

2.6 Public Relation Study Program in *Universitas Negeri Jakarta*

Public Relation study program aims to form scholars who skilfully perform mutual communication between institutions with the public in harmony in order to achieve cooperation and mutual understanding in achieving mutual satisfaction. To achieve these objectives, the undergraduate Program of Public Relations is expected to have: (1) Knowledge of various institutional activities both internal and external monitors and discovers problems, and helps solve problems arising in public relations, (2) ability to analyse the situation of planning PR program planning, communication, and evaluation, (3) ability to use oral communication techniques, writing, pictures, in individual situations, groups and masses, and (4) knowledge and skills in the field of public relations and can work with fellow public relations experts with a view to create mutual interests.

The Diploma 3 (D3) public relation (*Hubungan Masyarakat*) study program in *Universitas Negeri Jakarta* aims to produce the competent, discipline, and personality public relations experts, produce qualified graduates in accordance with the needs of public relations personnel in government, companies, and other organizations, and also preparing graduates who can continue their education to further education in communication and / or public relations.

2.7 Conceptual Framework

English now as an international language needs to be learnt. Undergraduate students need English in order to cope and put themselves to development of world knowledge in their field of study. In other words, students need to master English

to face the global environment. Maley (2009) stated that when teachers adapt an activity or exercise from a course book, they use activity and exercise as only the basic of certain change. For instance, public relation students need to learn English for academic purpose.

Universitas Negeri Jakarta (UNJ) provides students with MKU *Bahasa Inggris* to bridge the students to meet their objectives in learning English. In this case, MKU *Bahasa Inggris* in Public Relation program is still providing general English, they have not implemented English for specific purposes. Based on *Buku Pedoman Akademik* (2013), the purposes of MKU *Bahasa Inggris* in Universitas Negeri Jakarta are to develop students reading comprehension with respect to their field of study and to help students to achieve minimum standard of English proficiency by the end of study program.

The existing materials in MKU *Bahasa Inggris* course book, students of Public Relation study program only given standard reading passage such as descriptive text and not as the stage as the university level reading comprehension. The materials should provide students with opportunities to use English language. Also, students are needed to be encouraged to check their own progress in learning English and help them to do better. While developing materials in MKU *Bahasa Inggris* of Public Relation study program become central of the study, then main consideration is stressing to appropriate teaching and learning reading materials.

CHAPTER III

METHODOLOGY

This chapter contains the information of research design, participants of the study, time and place of the study, data and data sources, research instruments, data collecting procedures, and data analysis procedures.

3. 1 Research Design

In the 21th century, the term of Design Research is very popular in the educational research field. In line with that, following Van Den Akker, McKenney, and Nieveen (2006), design research is used as a common label for a ‘family’ of related research design which may vary somewhat in goals and characteristics, for example, developmental research (Lijnse, 1995; Van Den Akker, 1999) and design-based research (Design-Based Research Collective, 2003). This kind of research is relevant for educational practice as it aims to develop research-based solutions for complex problems in educational practice and to develop/validate theories about the processes of learning and teaching.

This study used Design-Based Research (DBR) as a research method as the purpose of this study is to improve a learning sources through analysing and developing the existing materials. In educational research, the Design-Based Research is relatively new. This is probably the reason that it is not discussed in most books on qualitative research approaches. For example, Cresswell (2007) distinguished five qualitative approaches, but these do not include DBR. This

research can be characterized as research in which the design of educational materials – such as textbook, learning activities, or a professional development program – is a crucial part of this research.

Barab and Squire (2004) defined that Design-Based Research (DBR) as a series of approaches rather than a single approach allowing for the flexibility of the research design. Meanwhile, based on Wang and Hannafin (2005), DBR is a research which is a systematic but flexible methodology aimed to improve educational practices through iterative analysis, design, development, and implementation, based on collaboration among researchers and practitioners in real-world settings. DBR methods aim to uncover the relationship between educational theory, design artifact, and practice. It intends to address several needs and issues central to the study of learning (Collins et al, 1992).

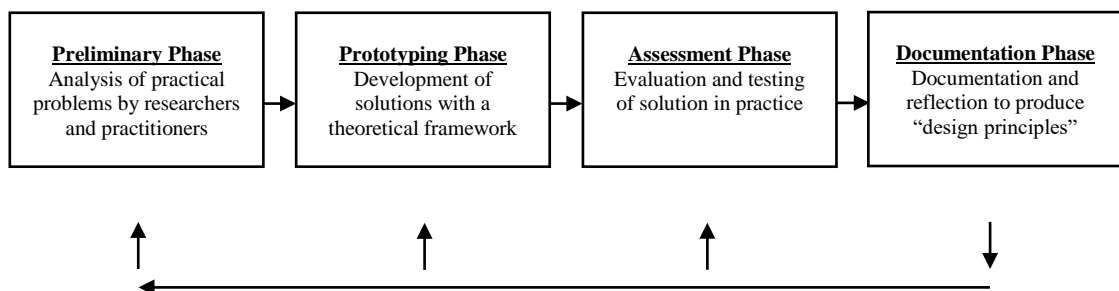
Moreover, there are various models in Design-Based Research. The one of the model is Plomp's model (2007), the adopt design-based research tend to have three distinct stages, those are preliminary research, a prototyping phase, and an assessment phase. In the preliminary research stage, the needs and context analysis are undertaken, a review of the extant literature is conducted, and the researcher develops a conceptual or theoretical framework for the study. During the second or prototyping phase, which is the iterative design phase, a number of iteration of the materials and/or approach are undertaken, with each iteration being a micro cycle (micro phase) of the research. In the final stage, the researcher has to conclude how the outcome of the investigation meets the pre-determined specifications of solving

problem and in this phase, recommendation for future work may be generated (Plomp, 2007).

Another model of Design-Based Research is Reeve's model (2000), in this model, there are four phases to conduct the DBR; 1) analyse the educational problems (preliminary phase), 2) development of the solutions informed (prototyping phase), 3) iterative cycles of refining and testing the solutions (assessment phase), and 4) documentation and reflection to produce the 'design principles (documentation phase).

Figure 3.1 Development Research (Design-based Research)

by Reeve (2000)



Furthermore, in this research, the writer used Reeve's Model (2000) which there are two of four phases to conduct DBR approach as the appropriate approach for this research as the aim of this research which is to investigate the needs of Public Relation study program students in UNJ when learning English, to analyse the existing reading materials provided in MKU *Bahasa Inggris* course book for Public Relation students of UNJ and to prototype by prototyping the appropriate reading materials for Public Relation students.

Due to its limited time of this study and the lacks of researcher's authorities in doing implementation and testing material, this study focused on two of four stages arranged by Reeves (2000). The first stage was preliminary phase, this study gathered the data needed by analysing MKU *Bahasa Inggris* reading materials in public relation study program of UNJ based on the Littlejohn and Ali's checklists. In this stage, the researcher also held the interviews to public relation students to support the data collection needed which was not exist in the document analysis.

The next stage was prototyping phase, which was the development of solutions with a theoretical framework. This study merely used 3 strategies in developing the alternative English reading materials for Public Relation students; those were addition, replacement, and modification/rewriting in designing the suggested English reading materials that meets the students' needs. This involves prototyping a solution to solve the problem identified in the previous stage. The alternative prototyped English reading materials were designed based on the results from existing materials reported in current course book combining with the needs analysis conducted in the previous stage.

3. 2 Participants of the Study

The participants of this study were five students from different class of Public Relation study program who has taken MKU *Bahasa Inggris* course. The participants would be asked by interview about the students' needs, lacks, and wants in learning English in *Universitas Negeri Jakarta*.

3. 3 Time and Place of the Study

The data collection conducted from June 2017 to July 2017 in Public Relation study program at *Universitas Negeri Jakarta*.

3. 4 Data and Data Sources

The data and data sources were presented in the table below:

Table 3.4 the data and data sources of the study

Data Sources	Research Instrument	Data
<ul style="list-style-type: none"> English reading materials provided in MKU <i>Bahasa Inggris</i> course book. English course syllabus. 	Document Analysis	Result of the syllabus and English reading materials course book's analysis.
<ul style="list-style-type: none"> Five students of Public Relation study program in UNJ who have already taken MKU <i>Bahasa Inggris</i> course. 	Interview	The utterances of Public Relation students.

3. 5 Research Instruments

This study used the document analysis and interview as the research instrument. The researcher used document analysis to find out the existing English reading materials for public relation students through the MKU *Bahasa Inggris* syllabus, lesson plan, and other documents provided by MKU *Bahasa Inggris* Course book. Then, the researcher conducted the interview to five students of public

relation study program of UNJ to investigate the needs of public relation study program students.

3. 6 Data Collecting Procedures

The data collection procedures of this study divided by three parts; two parts in preliminary phase and one part in prototyping phase. In preliminary phase, as the first stage of Design-Based Research, the writer analysed *MKU Bahasa Inggris* course syllabus and the existing English reading materials for Public Relation students provided by *MKU Bahasa Inggris* course book to find out how are the existing English reading materials of *MKU Bahasa Inggris* in UNJ.

Then, to gather more data from the document analysis, the writer held interview to five students from different class of Public Relation study program in UNJ – who have taken the *MKU Bahasa Inggris course* – to support the data collection needed which was not exist in the document analysis. The combination of data collection strategies allowed for a more robust understanding of the developed materials. The second stage would prototype phase, which was the writer suggest some developed reading materials that suitable for public relation study program.

3. 6. 1 Document Analysis

The document observed - *which was the course book of MKU Bahasa Inggris course from Universitas Negeri Jakarta* - was to find out the learning outcomes and objectives of the course, which the second analysis was the existing

English reading materials used in public relation study program classroom which was aimed at identifying the required developed English reading materials, that should exist in the public relation study program classroom. It is intended to find out the direction if learning English in Public relation study program in UNJ.

The analysis of existing English reading materials presented in this study covers the analysis of: 1) topic, 2) interest, 3) authenticity, 4) lexical knowledge, 5) cultural background knowledge, 6) text layout, 7) text visuals, and 8) values. Those criteria were adopted from some previous studies and mostly from study conducted by Ali (2010) on English reading materials evaluation and Littlejohn's *Future Curriculum* (2000). In order to present the clear description about the obtained, the researcher has proposed the following table in presenting the findings of the English reading materials.

Table 3.6.1 The Framework for Analysing English Reading Material

Criteria of the Analysis	
Unit of Title	
Activity Description	
Objective Description	
Topic	
Interest	
Authenticity	
Lexical Knowledge	
Significance of the Content	
Cultural Background Knowledge	
Text Layout	
Text Visual	
Value	

Then, document analysis conducted in these following ways:

1. Collected all document analysis data including Public relation study program profile, MKU *Bahasa Inggris* syllabus for Public Relation study program in UNJ and MKU *Bahasa Inggris* course book for public relation study program in UNJ.
2. Described and identified the data source from MKU *Bahasa Inggris* syllabus for Public Relation study program in UNJ and MKU *Bahasa Inggris* course book especially in the study program learning aims part and MKU *Bahasa Inggris* learning outcomes objectives for Public Relation study program in UNJ.
3. Conducted analysis on English reading materials provided in MKU *Bahasa Inggris* course book based on the adopted criteria.
4. Drew the findings into table on list.
5. Determined which materials are appropriately needed to be provided for Public Relation study program in UNJ.
6. Provided alternative English reading materials based on the findings of analysed data for Public Relation study program in UNJ.

3. 6. 2 Interview

The interview conducted for five students from different class of Public Relation study program in UNJ. The purposes of these interviews were to find out the data about the target needs and learning needs, to know opinions and

suggestions from the expert of the appropriate reading materials, and to support the document analysis taken in the previous phase.

The data taken from interviews analysed in the following steps:

1. Arranged the question for the interview session, focusing on relevance between MKU *Bahasa Inggris* and Public Relation students' needs.
2. Conducted the interviews to five students of public relation study program in UNJ, then record it.
3. Transcribed the interview data result.
4. Analysed the interview results qualitatively as the supporting data taken by document analysis.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research questions in this study:

1. The needs of Public Relation study program students in English reading materials.
2. The existing English reading materials of MKU *Bahasa Inggris* in *Universitas Negeri Jakarta*.
3. The prototype of the English reading material for Public Relation study program in UNJ.

4. 1 The Needs of Public Relation study program students in English Reading Materials

The interview session was conducted in order to answer the first research question “*what are the needs of Public Relation study program students in English reading materials?*”. This study had gathered sample of five students in Public Relation study program in *Universitas Negeri Jakarta* who have already taken MKU *Bahasa Inggris* course on the first semester by using a recorder. In this stage, researcher had asked five questions concerning on these aspects: the materials their lecturer taught in the class, the students’ motivation and interest to the materials given by lecturer, the obstacle during English reading process in the class, and the reading materials they wanted to learn (see appendix 4).

Table 4.1 The Needs of Public Relation Students in English Reading Materials

NEEDS	
Necessities	<ul style="list-style-type: none"> • The English reading materials related to the public relation field • The English reading materials for university-level
Lacks	<ul style="list-style-type: none"> • The provided English reading materials was too general • The reading materials they have got consisted of daily life, descriptive text, narrative text, and recount text • The lacks of English reading materials development for university level • There were no suitable materials to public relation field
Wants	<ul style="list-style-type: none"> • The English reading materials which can improve the student's critical thinking • The English reading materials related to the public relation field

By the interviews held for the students, they stated that their lecturer focused in three skills; writing, speaking, and listening. The provided English reading materials was too general as in senior high school level. In the implementation of reading lesson in MKU *Bahasa Inggris* course, the lecturer often taught the materials about daily life, descriptive text, narrative text, and recount text so they could not improve their reading skills. The lacks of English reading materials obtained by the students could not enhance their knowledge in university level.

This study also found that the students were not interested in reading English materials given as the materials obtained from MKU *Bahasa Inggris* course were same like the materials they got during in high school. Moreover, all of them agreed that every reading materials provided by MKU *Bahasa Inggris*

was too general, but the way how their lecturer taught was interesting and sometimes can motivate them in learning other English skills beside reading skill.

Furthermore, most of them said that there were no suitable materials especially in English reading material to their major. Most of the materials in the course book consist of general English. Moreover, they agreed that the vocabulary used on that book was not suitable for students in university level, they can understand it easily while in their study program they found the public relation reading materials in English language with high-class vocabulary. However, students need more appropriate vocabulary for students in university level, in this case for public relation field, but the provided English reading materials by MKU *Bahasa Inggris* were for primary level.

In the end of the interview, most of the interviewed students give their thoughts and suggestions based on their needs and wants toward either development of the reading materials of MKU *Bahasa Inggris* course book or the implementation of MKU *Bahasa Inggris* course. One of them suggested that the reading materials in MKU *Bahasa Inggris* should improve their critical thinking as Public Relation students, so it can become an integrated skill. While all of them stated that they need the vocabulary mastery in public relation field and the way how to pronounce the words in English which include in that reading materials.

4. 2 The Existing Reading Materials of MKU *Bahasa Inggris* in Universitas Negeri Jakarta

The document analysis conducted for the purpose in order to answer the second research question of this study as stated “*how are the existing English reading materials of MKU Bahasa Inggris in Universitas Negeri Jakarta?*”. There are two kinds of document analysis involved in MKU *Bahasa Inggris*, the data obtained are MKU *Bahasa Inggris* course book and the English reading materials provided in MKU *Bahasa Inggris* course book. Each data source was presented in descriptive analysis in which the former resource described the target outcomes in every MKU *Bahasa Inggris* students should accomplish in the end of MKU *Bahasa Inggris* program, and the second resource, the English reading materials provided by MKU *Bahasa Inggris* UNJ, was analysed through the criteria mentioned in the previous chapter and was described qualitatively in order to give a clear description of the content materials.

The content of course book compiled by team of UPT MKU UNJ in 2015 presented in the table below:

Table 4.2.1 The Content of MKU *Bahasa Inggris* Course Book

	CONTENTS
Title	Integrated Reading & Writing
Page	38 pages
Unit	<ol style="list-style-type: none"> 1. Student life 2. Where in the world? 3. Daily routines 4. Food, drink, and culture 5. Newspaper articles 6. Brain power 7. Modern technology 8. People: past and present

Visual	Recopied in black and white colour
Layout	Eye-catching photographs and pictures
Value	Activity of “study skill”

MKU *Bahasa Inggris* course book which compiled by team of UPT MKU UNJ in 2015 is entitled “*Integrated Reading and Writing*”. This textbook consists of 38 pages providing eight different units in which each unit consists of two major activities; reading activity and writing activity. Each activity includes two to three instructions or tasks. The discussion contained in the book covers 8 topics: (1) student life, (2) where in the world, (3) daily routines, (4) food, drink, and culture, (5) newspaper articles, (6) brain power, (7) modern technology, and (8) people: past and present. The whole of course books provided for students are recopied in black and white printing which cause some parts of the book poorly maintained even be unreadable. None of the included topics are related to the nature of Public Relation study program. The layout of the text is better than it was in previous course book as well as the visual of the text in which it has more eye-catching photographs and pictures supporting the texts. Meanwhile, in the design of the courses book, the progress that has been made is the organization of the text that help readers more in chunking and organizing the comprehension easily. In line with that, what makes this course book seem better is that in each activity of the unit enclosed ‘study skill’ that hints the readers with relevant sub-skill required for working on each activity.

MKU *Bahasa Inggris* course book is started up by the introduction to the course book and course plan. It consists of general information of the course; course description, objective of the course and competence, description of

learning outcomes, topic discussion, learning strategy, assessment, evaluation, rules, and references (see appendix 1 – MKU *Bahasa Inggris* course outline)

The second data is obtained through analysing the existing reading materials used in the classroom for Public Relation Study Program students. The document analysis of the materials presented in this study adopted from some previous related studies and mostly from study conducted by Ali (2010) on English reading materials evaluation and Littlejohn's *Futures Curriculum* (2000) with cover the analysis of: (1) Topic, (2) Interest, (3) Lexical Knowledge, (4) Authenticity, (5) Significance of the Content, (6) Cultural Background Knowledge, (7) Text Layout, (8) Text Visuals, and (9) Values.

There are two samples of the units that analysed for recognize the existing English reading material provided in MKU course book. First, Unit 3: 'Daily Routines' which the learning outcome of this unit is to develop students' skill in writing a descriptive text by considering their daily activities. The activities are done with lecturing and question-and-answer session which focuses on reading and writing activities. The duration of the class is 100 minutes per meeting.

Table 4.2.2 The Analysis of the Existing Materials of MKU *Bahasa Inggris* – Unit 3

Criteria of the Analysis	
Unit Title	Daily Routine
Activity Description	This chapter focus on reading a passage about "work and stress" as a daily routine of certain group of people.
Objective Description	First, the students are asked to predict what will they learn in this chapter by reading the text with skimming strategies. After that, the students are asked to check whether their prediction is correct or not by reading the text

	carefully. Next activity, there is passage about work and stress and the students are asked to decide the jobs are healthy, or a stressful job, or most people want by reading the description provided. The fourth activity is to ask the students to fill the blank in the summary passage by using the words provided in the box. Furthermore, the students are asked to read a few sentences in jumbled order, circle the sequencing words, and put the sentences in order. Lastly, the students are asked to do a little interview to their mate about their daily routine and make two paragraphs of it in order to practice their writing and speaking skill.
Topic	There are three texts in this chapter discusses about a daily routine of a certain person focusing on their jobs. This topic is too common to be considered as a specific topic for specific students as the texts mostly talk about jobs and how stressful they can be in a general way.
Interest	The texts have many common words used in English. However, they have little difficult words to be understood by students. Thus, the texts cannot be considered as a specific material for a specific students' purpose.
Lexical knowledge	The lexical item provided in this chapter focus on occupation-related lexical, such as florists, fire fighter, managing director, etc. Furthermore, the texts get the students to compare the meaning of one passage to another with certain lexical items within the passage. However, none of the lexical in this chapter related to Public Relation field.
Authenticity	The texts mostly discuss about someone daily routine, specifically on what is their jobs and what they do in their job, in a general way. Thus, this material considered as an inauthentic material for specific students.
Significance of the content	Instead of giving a significance for a certain group of students, the texts significance is to describe a certain thing happened in someone's daily life, such as stressful jobs, in general which cause the passage is uninteresting for they who wants to learn English related to their major.

Cultural background knowledge	There is no specific cultural background knowledge found in the texts. It only provides a general culture of stressful and healthy jobs.
Text layout	The size of the font in the texts is big enough to make the readers easy to read it.
Text visual	There are five pictures in this chapter focus on someone's occupation. Those pictures do not support any information of the texts since they do not talk about a certain job, instead they provide information about stressful and healthy job in general.
Values	There is a moral value in this chapter which is someone should take a job they wanted and they like, instead of perfect job with a big salary that makes you stress.

The second sample is the sixth unit of the book entitled 'Brain Power'. The learning outcome of productive skill stated in this unit is that students will be able to write summary about an article. Then, the material of receptive skill stated in this unit is students discover the 'Brain Power' text in finding synonyms words. The learning activities conducted use lecturing and question-and-answer session. The duration of the class is 100 minutes per meeting.

Table 4.2.3 The Analysis of the Existing Materials of MKU *Bahasa Inggris* –

Unit 6

Criteria of the Analysis	
Unit Title	Brain Power
Activity Description	Read the passages about how our brain works.
Objective Description	In the first activity on this chapter, the students are asked to read a short article about brain facts and make a guess about what they will learn and discuss in this chapter, guessing done by answering the questions provided. Next activities asked the students to shortly look to the contents of this chapter and check whether their prediction is correct or not. Next, there is a small quiz that should be answered by the students in order to check their comprehension

	about the text. Fourth activity indulged by asking the students to read the next article about how to keep your brain healthy and try to make question out of information on each paragraph. Lastly, the students are asked to read the last texts, "the importance of sleep" and to take notes about the important point of the text in order to write a summary out of it.
Topic	There are three articles provided in this chapter. All the articles have a similar theme, informing the students something about our brain. In the first article, there is an information about common brain facts. The second article give the students some tips to keep their brain healthy. The last article tells the students about the importance of sleep. The articles are irrelevant to the Public Relation major students' needs as they have nothing to do with the field.
Interest	The information of the articles may give the students a benefit since it contains many interesting information. However, the articles are not related to Public Relation student needs causing they pay less attention to the materials.
Lexical knowledge	The texts provide many new lexical items in it. The texts also contain many common words making the students easily understand the text.
Authenticity	The articles in this chapter focus on informing a knowledge related to the brain to the students. Therefore, the reading materials cannot be considered as the authentic one as it is irrelevant to the Public Relation field.
Significance of the content	There is no a specific significance in this chapter related to Public Relation study program.
Cultural background knowledge	There is no cultural background knowledge provided nor needed in reading and understanding the text.
Text layout	The first and the third texts use a bit small font size in their text that might be causing the difficulties for the students' readers in reading the texts. However, the second text has bigger font size than those two texts which might help the students to read the texts easily.
Text visual	The chapter contained interesting pictures that also supporting the information provided in the articles.
Values	There is no moral value found in this chapter.

4. 3 The Suggested Materials

The prototype of suggested English reading material for Public Relation study program students conducted for the purpose in order to answer the third question of this research as stated “*How is the prototype of English reading material for Public Relation study program in UNJ?*”, the result of document analysis which consists of MKU *Bahasa Inggris* course book and the existing reading materials of MKU *Bahasa Inggris* course book to see how it matches the needs of Public Relation students in learning English reading materials provided by MKU *Bahasa Inggris*.

This phase presented the findings of the documents analysis through descriptive qualitative ways with the help of Ali's table of analysis criteria. The needs analysis also was conducted through the interview of Public Relation students which was focused on what materials they obtained, students' motivation and interest toward the materials given, the suitability of the reading materials toward the need of Public Relation students, students' obstacles during learning the English reading materials and; the public relation students' suggestion towards the development reading material in learning English in MKU *Bahasa Inggris* course.

The results of the document analysis of the existing materials showed that the topic consisted in the course book are mostly not related to the nature of Public Relation study program. The topic of the book is considered too general to be able to meet the specific needs of the students of Public Relation. However, the skill study implemented in each topic of the course book are mostly effective to help

students solve the common problem they often encounter in real world as well as the course book help students apply reading skill and reading method.

Furthermore, this finding drove a conclusion that the objective of English reading materials provided in MKU *Bahasa Inggris* is relevant to the stated objectives in the course book which is to help the students to develop their basic reading skill of English texts such as reading method. Unfortunately, the materials provided are significantly unrelated to the needs of Public Relation students in which not relevant to the objectives of MKU *Bahasa Inggris* in *Buku Panduan Akademik* (BPA) which stated that MKU *Bahasa Inggris* UNJ aimed to develop students' reading skill with the consideration of their respective major.

In addition, the interview was also conducted in order to find the necessities, lacks, and wants of the students in learning English, especially for the English reading materials. The result of interviews showed that the materials given by their lecturer are mostly not relevant to their needs. Most of the interviewed students stated that the reading materials given by their lecturer is very limited and too general or basic. Hence, the teaching and learning English activities in the class were not well - constructed and would affect the learning outcomes of the students.

Therefore, this study provided a suggested English reading material which used addition and rewriting/ modification strategies stated by Nunan (1999) that are designed to be the solutions of irrelevancy between Public Relation students' needs, the stated objectives in MKU *Bahasa Inggris*, and the existing English

reading materials provided in the course book (see appendix 5 – the suggested materials).

The following developing materials were designed based firstly on the objectives stated in MKU *Bahasa Inggris* course book then secondly on Public Relation students' needs obtained through the standard of MKU *Bahasa Inggris* for Public Relation study program and described based on the previous modified criteria.

Table 4.3 The Analysis of the Suggested Materials
Criteria of the Analysis

Unit Title	PUBLIC RELATIONS?
Activity Description	Read the articles about public relation field specifically.
Objective Description	The first activity which is pre-reading activity lead students' perception in guessing the meaning of the words in context, this include to introduce the vocabulary in Public Relation field. In the second activity, students are asked to fill in the blank of the definition of public relation. The third reading activity asks readers to scan the information about the real life of public relation activity. The last reading activity guides readers to enhance their critical thinking through build the provided questions and to improve their vocabulary mastery through vocabulary exercises.
Topic	The topic contains in this unit is telling how is the real life of public relation professional, with this article, readers can identify the important things which should they do to be in a real public relation field. The topic of this text is relevant to the Public Relation study program to introduce them as freshman in university level students.
Interest	The content of this unit significantly relevant to the topic wanted by students of Public Relation study program which is means this unit can reach their motivation in learning English.
Lexical knowledge	The lexical items in the reading text provided the new (unfamiliar) words which is marked by yellow words. Thus, this condition let the students guessing the meaning of those contexts by filling the blank in the

	other sentences provided in vocabular exercises section.
Authenticity	The reading text employed in this unit is authentic. The content of this unit is relevant to the needs of Public Relation study program and it contains the real life of public relation career so it can useful for their life in higher education.
Significance of the content	There is a specific significance in this chapter related to Public Relation study program.
Cultural background knowledge	There is cultural aspect in this article which is contained the career in public relation field to guide the previous knowledge of the students.
Text layout	The text layout in this topic is quite colourful with font colour of the new vocabulary is interesting to gather more attentions of the readers. Last, the font size is quite normal in order to make the readers comfort when the articles read.
Text visual	As well as the previous criteria, the text visual presented in this unit support the attractiveness of the physical appearance of the unit.
Values	There is a value aspect delivered in this reading text as seems as the career of public relation professionals.

4. 4 Discussion

In relation to the findings, the first research question has been answered through the students' interview results and supported by the analysis of the document analysis in which it is stated in MKU *Bahasa Inggris* syllabus designed and modified for specific needs of the Public Relation study program that students should master theoretical and practical knowledge of reading strategies on the relevant topics to the each study program, identify issues regarding English learning in field, and are able to apply concepts that in a practical context.

Mostly in MKU *Bahasa Inggris* syllabus toward higher education in Indonesia stated stands for helping students in four main skills of English as well as MKU *Bahasa Inggris* in UNJ helps students with English reading and writing

competences related to each study program. However, the topic presented in the provided course book is irrelevant to the purpose of MKU *Bahasa Inggris* stated in *Buku Pedoman Akademik*.

The second research question has been answered through the reading materials analysis in which it is discovered that the activity in the existing English reading materials provided in MKU *Bahasa Inggris* course book were irrelevant and likely to support the objectives stated in MKU *Bahasa Inggris* syllabus. Even though the reading texts presented in the course book were apart from the stated objectives of MKU *Bahasa Inggris* and none is relevant to the Public Relation study program.

In analysing the documents, this study was conducted for two documents, they are MKU *Bahasa Inggris* course book and the reading materials provided in MKU *Bahasa Inggris* course book. The analysis brought up the analysis of two chapters in the course book; daily routines and brain power. The criteria of the analysis were analysed based on the Ali (2010) and Littlejohn's (2000) criteria which was used to prototype the suggested materials.

As the result, this analysis showed that the provided reading materials by MKU *Bahasa Inggris* in UNJ had not fulfil the purpose of MKU *Bahasa Inggris* aimed to developing students' reading skills based on each study program and field. Hence, the reading materials provided is irrelevant with the specific needs of Public Relation students.

In the last, this study provided the suggested developed materials which are designed especially for Public Relation students to help them not only in

coping with the reading skills and strategies through the text related with their field but also enriching vocabulary related to their scope of Public Relation study program. The kind of developing suggested materials become the primary findings of this research were designing and developing English reading materials based on the analysis conducted on the existing reading materials and the existing documents in MKU *Bahasa Inggris* course book.

In line with that, this study used the Ali (2010) and Littlejohn's (2000) criteria analysis in order to fill the gap between the existing reading materials with the Public Relation students' needs. This material also designed in order to be more relevant to the Public Relation field, increase students' interest to learning English process, more specific contents provided, more new vocabularies about Public Relation field, and more text layout also visual in the text given. This material also was expected to be an alternative material used in MKU *Bahasa Inggris* course for Public Relation students.

Furthermore, this study provided the result of the suggested materials which was prototyped by analysed the whole existing reading materials and students' needs. This table below showed the differences between the existing reading materials and how the suggested materials provided:

Table 4.4 The Comparison between the Existing Reading Materials and the Suggested Reading Material

Criteria of Analysis	Existing Reading Materials	Suggested Reading Material
Topic	Most of the topics contained in this book are general English and unrelated to the nature of Public Relation.	The topic in this material is English for Specific purpose related to the Public Relation field.

Interest	The general English provided in this book and the irrelevant materials to the nature of Public Relation students affected the students' interest and motivation towards the materials.	The content of this unit significantly relevant to the topic wanted by students of Public Relation study program which is means this unit can reach their motivation in learning English.
Lexical Knowledge	Most of the reading materials in this book provided the general English vocabularies instead of public relation-related vocabularies or at least provided the university-level vocabulary.	The lexical items in the reading text provided a new (unfamiliar) words marked by yellow words. This condition let the students guessing the meaning of those contexts by filling the blank in the other sentences provided in vocabular exercises section.
Authenticity	There were no authentic materials found on the materials in this book.	The reading text employed in this unit is authentic. The content of this unit is relevant to the needs of Public Relation study program and it contains the real life of public relation career so it can useful for their life in higher education.
Significance of the Content	The significance of the MKU course book content focused on improving the basic reading skill of the students.	There is a specific significance in this chapter related to Public Relation study program.
Cultural Background Knowledge	Most of the reading materials in MKU course book were not provided the cultural background knowledge to guide the previous knowledge of the students.	There is cultural aspect in this article which is contained the career in public relation field to guide the previous knowledge of the students.
Text Visual	This book contained a lot of visualizations in every chapter. Although the most of the visualization were not supporting the information given in the texts, but these visualizations represented the topic of texts.	As well as the previous criteria, the text visual presented in this unit support the attractiveness of the physical appearance of the unit.
Text Layout	The whole of course books provided for students are	The text layout in this topic is quite colourful with font

	recopied in black and white printing which cause some parts of the book poorly maintained even be unreadable. Moreover, most of chapters used small fonts which affected the students' interest to read the book.	colour of the new vocabulary is interesting to gather more attentions of the readers. Last, the font size is quite normal in order to make the readers comfort when read the articles.
Values	There was no value aspect delivered for Public Relation students.	There is a value aspect delivered in this reading text as seems as the career of public relation professionals.

However, many similar studies were conducted dealt with the analysis of MKU *Bahasa Inggris* course book and developing English reading materials in with a few differences in the findings that the former presented only the results of the evaluation toward the MKU *Bahasa Inggris* course book without strengthening and further distribution of the results.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusion of the study and recommendation for the reader and other researcher who interested in prototyping English reading materials.

5.1 Conclusion

According to the findings on chapter 4, this study drew all the conclusions of this study in this chapter. Firstly, it can be concluded that the needs of Public Relation students toward the English reading materials in MKU *Bahasa Inggris* were not well-accommodated by the provided English materials nor the lecturing. Furthermore, the Public Relation students need the materials to improve their critical thinking as university students, to enhance the vocabulary mastery in public relation field, and also to increase both of theoretical and practical knowledge based on their study program.

Secondly, the existing reading materials of MKU *Bahasa Inggris* course book for Public Relation study program were irrelevant between the learning needs and the materials provided. Meanwhile, the topic consisted in the course book are mostly not related to the nature of public relation study program as this book considered too general to be able to meet the specific needs of Public Relation students. However, the skill study implemented in each topic of the course book are mostly effective to help students to solve the common problem

they often encounter in real world as well as the course book help students apply reading skill and reading method.

Therefore, there is the process of prototyping the reading materials which might be suitable for Public Relation students to learn. These materials arranged based on the standard competence of the MKU *Bahasa Inggris* syllabus in order to provide the opportunity for non-English students to improve their English reading skill through reading and answering the task and exercise after reading. Meanwhile, students are expected to be able to reminisce what they have read and learned before regarding to the lesson related to Public Relation field.

5.2 Suggestion

After implementing this study, researcher suggests toward the MKU *Bahasa Inggris* designing team to apply the concept of English for Academic Purposes (EAP) which is university-based for MKU *Bahasa Inggris* course book. In line with that, the MKU *Bahasa Inggris* course book should be conducted or developed by certain study programs, the reading materials supposed to be in relevance with the study program where the MKU *Bahasa Inggris* has been taught in order to gain or increase students' interest in reading the English materials, especially for Public Relation students.

REFERENCES

- Ali, N. (2010). *An Evaluation of the reading Texts & Exercises in SB & WB of English for Palestine Grade 9*.
- Al-Masri, N. (2009). *Lectures Notes*. Gaza: the Islamic University of Gaza.
- Barzaq, M. (2007). *Evaluation of the Language Reading Framework of the English for Palestine Level Six and Seven*. Gaza: Qattan Centre for Educational Research and Development.
- Creswell, J. (2003). *Research Design: Qualitative, quantitative, and mixed methods approaches*. 3rd edition. Thousand Oaks, CA: Sage.
- Dudley, E., & John, T. a. (1998). *Development in ESP: A Multi-Disciplinary Approach*. Cape Town: Cambridge University Press.
- Hutchinson, T. and Waters, A. (1987). *English for Specific Purposes: Learning-centred approach*. United Kingdom: Cambridge University Press.
- Littlejohn, A. (2000). *Shaping Our Future: Proceeding of the 7th ELICOS Conference*. Sydney, Australia: ELICOS.
- Ma'arah, T, M,. (2012). *Developing English Reading Materials for International Mathematics Education Study Program of Yogyakarta University*. Yogyakarta: Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta.
- Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teachers*. London: Prentice Hall.
- Plomp, T. (2007). Educational design-based research: An introduction. In T. Plomp & N. Nieveen (Eds.), *An Introduction to Educational Design-based research. Proceedings of the seminar conducted at the East China Normal University, Shangai (PR China), November 23-26, 2007* (p. 9-33): SLO Netherlands institute for curriculum development.
- Putra, A, H,. (2017). *Developing English Reading Materials of MKU Bahasa Inggris for Tata Busana Study Program in Universitas Negeri Jakarta*. Jakarta: Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.
- Richards, J. (2001). *Curriculum Development in Language Education*. Cambridge: Cambridge University Press.

- Richards, J. (2003). *Curriculum Development in Language Teaching*. New York: Cambridge University Press.
- Tomlinson, B. (2001). *Materials Development in Language Teaching – Second Edition*. United Kingdom: Cambridge University Press.
- Tomlinson, B. (2010). *Principles and Procedures of Materials Development*. New York: Cambridge University Press.
- Tomlinson, B. (2011). *Materials Development in language teaching (2nd edition)*. Cambridge: Cambridge University Press.
- UNJ. (2013). *Buku Pedoman Akademik*. Jakarta: Universitas Negeri Jakarta.
- Wibowo, I, D,. (2017) *Mathematics Developing English Reading Materials of MKU Bahasa Inggris for Early Childhood Education Study Program in Universitas Negeri Jakarta*. Jakarta: Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

APPENDIX 1

MKU Bahasa Inggris

Course Outline

Student's book



Integrated reading and writing



UPT MKU UNJ

For Internal Use Only

RENCANA PEMBELAJARAN SEMESTER

I. IDENTITAS MATA KULIAH

Mata Kuliah	: Bahasa Inggris
Bobot/ SKS	: 2 SKS
Kode Mata Kuliah	:
Sifat	: MPK
Prasyarat	: --
Penempatan	: Semester Ganjil 2015 – 2016
Periode Kuliah	: September 2015 – Januari 2016
Jumlah Pertemuan	: 16 Kali @ 100 menit
Dosen/Pengajar	: Tim Bahasa Inggris

II. DESKRIPSI MATA KULIAH

Mata kuliah Bahasa Inggris ini memberikan kesempatan kepada mahasiswa untuk meningkatkan keterampilan membaca dan menulis dalam bahasa Inggris untuk membantu kegiatan akademik mereka. Sedangkan keterampilan berbicara dan mendengarkan dikembangkan selaras dengan kegiatan di kelas.

Pendekatan pembelajaran bahasa Inggris ini menggunakan pendekatan komunikatif dan menggunakan berbagai metode dan teknik pengajaran kreatif dimana mahasiswa diberikan kesempatan seluas-luasnya agar aktif menggunakan bahasa Inggris di dalam kelas. Proses pembelajarannya antara lain, terdiri dari kuliah/ ceramah, diskusi, praktek, penugasan, dan membuat tulisan dalam bahasa Inggris.

III. TUJUAN PEMBELAJARAN

Mata kuliah ini bertujuan agar mahasiswa/i memiliki keterampilan membaca dan menulis dalam berbahasa Inggris yang berkenaan dengan bidang studi dan disiplin ilmu yang ditekuni.

IV. KOMPETENSI LULUSAN

1. Mahasiswa dapat memilih metode membaca yang sesuai dengan tujuan membaca pada teks-teks dengan menggunakan bahasa Inggris.

2. Mahasiswa dapat mempraktekan keterampilan menulisnya dalam membuat paragraf singkat dan surat sederhana
3. Mahasiswa dapat mengaplikasikan keterampilan berbahasa Inggris sesuai dengan materi yang telah dipelajari

V. DESKRIPSI CAPAIAN PEMBELAJARAN

Berikut adalah sub kompetensi dari mata kuliah ini:

1. Mahasiswa mampu memahami SAP perkuliahan MKU Bahasa Inggris
2. Mahasiswa dapat mempraktekan keterampilan menulis paragraf deskriptif dengan menggambarkan orang lain, misalnya teman sekelas, dosen, dll.
3. Mahasiswa dapat mempraktekan keterampilan menulis paragraf deskriptif dengan menggambarkan tempat, misalnya kampung halaman, tempat tinggal, dll.
4. Mahasiswa dapat mempraktekan keterampilan menulis paragraf deskriptif dengan menggambarkan kegiatannya sehari-hari
5. Mahasiswa dapat mempraktekan keterampilan menulis paragraf deskriptif dengan menggambarkan makanan dan minuman tradisional
6. Mahasiswa dapat mempraktekan keterampilan menulis paragraf deskriptif dengan menggambarkan suatu kejadian
7. Mahasiswa dapat mempraktekan keterampilan menulis ringkasan mengenai suatu artikel
8. Mahasiswa dapat mempraktekan keterampilan menulis paragraf argumentative
9. Mahasiswa dapat mempraktekan keterampilan menulis biografi
10. Mahasiswa menampilkan pertunjukan kelompok.

VI. TOPIK BAHASAN

1. *Student life*
2. *Where in the world ...?*
3. *Daily routines*
4. *Food, drink and culture*
5. *Newspaper article*
6. *Brain power*
7. *Modern technology*
8. *People: past and present*

VII. STRATEGI

Pembelajaran akan dilakukan dengan strategi *student centered learning*. Dosen akan mendorong dan memfasilitasi mahasiswa agar aktif mencari dan menemukan berbagai konsep yang harus dikuasai. Untuk memenuhi kondisi tersebut, ada 3 kegiatan utama yang akan dilaksanakan dalam perkuliahan :

1. Kerja persentasi: dosen mempresentasikan beberapa materi seperti kontrak kuliah, garis besar keseluruhan materi yang akan dipelajari, dan pembagian tugas individu dan kelompok.
2. Penugasan: mencakup penugasan membuat esai secara mandiri, kelompok, dan kegiatan praktek dalam bentuk *role play*.
3. Diskusi kelas: setiap kelompok mendapat kesempatan untuk mendiskusikan tugas-tugas yang diberikan dalam kelas.

VIII. TAGIHAN

Ada beberapa tugas sebagai tagihan yang harus dikerjakan dan diserahkan oleh mahasiswa selama perkuliahan, antara lain :

1. Tugas harian: mengerjakan latihan-latihan yang ada di dalam modul bahasa Inggris, menulis berbagai topik paragraf deskriptif yang terdiri dari 150 kata.
2. Kuis: kuis diberikan per 4 bahasan materi di dalam modul.
3. UTS dan UAS: diberikan untuk mengevaluasi hasil belajar mahasiswa selama perkuliahan.
4. *Class performance*: diberikan sebagai nilai praktek.

IX. EVALUASI

Evaluasi pada mata kuliah Bahasa Inggris ini terdiri dari:

1. Evaluasi Proses

Evaluasi proses bertujuan untuk menilai tingkat pemahaman mahasiswa terhadap materi pembelajaran yang telah disampaikan.

2. Evaluasi Hasil

Evaluasi hasil merupakan evaluasi pencapaian kompetensi mahasiswa setelah selesai mengikuti mata kuliah ini.

APPENDIX 2

MKU Bahasa Inggris

Course Book

3 Daily routines

READING Work and stress

- 1 Work with a partner and complete the survey. How important are a-c when choosing a job? Write 1 = very important, 2 = quite important, or 3 = not important.

	me	my partner
a the job is healthy	1	1
b the salary is good	1	1
c the work is interesting	1	1

Compare your answers with the class.

- 2 Look at the people in the pictures.
Answer the questions.

STUDY SKILL Predicting content

Before you read, look at the pictures in a text. They can help you predict the content. They can tell you what the text is about and help you understand it.

- What jobs do they do? A florist sells flowers.
- Are their jobs healthy or stressful?
What do you think?
- Skim the article *Work and stress* to get the general idea. Choose a heading for each paragraph. There is one extra heading.

<input type="checkbox"/> Eating healthy food	<input checked="" type="checkbox"/> What people want
<input checked="" type="checkbox"/> Stressful jobs	<input checked="" type="checkbox"/> Jobs that are healthy
- Read the article. Were your predictions correct?

WORK AND STRESS

We all need to work in order to live. Some people are lucky with their work. This is because their jobs are healthy. What do we mean by 'healthy' and how can we find a 'healthy job'?



1 Jobs that are healthy

Florists, personal trainers, professors, and nutritionists all have healthy jobs according to research. There are many reasons for this. A florist, for example, sells flowers and is in contact with customers. This is very relaxing work. A personal trainer, on the other hand, is usually very fit. He or she trains other people to lose weight and to keep fit. A nutritionist has a healthy job too. He or she knows all about healthy food and teaches people to eat well.

2 Stressful jobs

However, research also shows that some jobs are 'unhealthy'. They cause a lot of stress and worry. For example, a taxi driver drives all day. He often faces traffic jams and difficult passengers too. A firefighter puts out dangerous fires and sometimes saves people from burning buildings. An MD (Managing Director) runs a large company. It is an interesting job, but it is also stressful. The MD has to keep everyone happy – the staff and the customers.

3 What people want

Most people are looking for the perfect job. They want a job that is interesting, with a good salary and not much stress. However, it is difficult to get everything. Healthy, relaxing jobs are usually not very well paid. On the other hand, people in stressful jobs often get good salaries. For example, the boss of a big company gets a lot of money, but he or she does not always have good health, or the time to enjoy life.

BEFORE looking for a job, people should think carefully. What is most important for them? Is it money, health, or a job that is interesting? Then they can start their search. They may be lucky – and get everything they want!

5 Complete the summary of the article. Use the words in the box.

unhealthy drives interesting salary a florist stress traffic healthy

Summary

Some jobs, for example 'a florist', a personal trainer, and a nutritionist, are 'healthy'. These jobs have very little 'stress' or worry. Other jobs, however, are very 'unhealthy'. An example is a taxi driver. He 'drives' people all day and often faces 'traffic' problems. It is difficult to get a job that is 'interesting' and healthy, and also has a good 'salary'.

WRITING Routines and procedures

1 Read the sentences about Maria's daily routine at university. Circle the sequencing words.

Paragraph 1

- 2 Then she goes to her first class. This is at 9 o'clock.
- 4 First she has a cup of tea in the snack bar.
- 3 After that, she goes to the library and studies for an hour before lunch.
- 1 Maria usually gets to the university at about 8.30.
- 5 At 11 o'clock she has another class. This is poetry.

Paragraph 2

- 7 They talk about their studies or their plans for the weekend.
- 10 Finally, she leaves the university at about 5. It is a long day.
- 9 After the class she goes to the library again for another hour.
- 6 At about 1 o'clock Maria goes to the student canteen with some of her friends.
- 8 In the afternoon Maria has one more class from 2 o'clock to 3.30.

2 Use the sequencing words and time expressions to help you put sentences 1-10 in order.

STUDY SKILL Linking ideas

To describe a daily routine (working, studying, etc.) or a procedure (writing an essay, applying for a job), use:

- **sequencing words** to say one thing happens after another, for example: *first, after, then, finally*.
- **time expressions** to say when, for example: *at 1 o'clock, in the evening*.

Note If two things happen at the same time, use *while*. For example: *I listen to the radio while I am having breakfast*.



- 3** Read about the procedure Maria follows to write an essay. Complete the paragraph with words from the box.

finally while next then after first

¹ _____, Maria thinks of a topic. ² _____, she searches for information about the topic and reads all she can. She makes notes about the subject ³ _____ she is reading. ⁴ _____ that, she uses her notes to write a plan for the essay. ⁵ _____ she is ready to write the essay. She usually writes on the computer. She rewrites parts of the essay again and again until she is happy with it. ⁶ _____, she checks the essay very carefully for punctuation, grammar, and spelling before giving it to her lecturer.

Writing about routine and procedure

- 4** Interview your partner. What is his/her daily routine at school/college/university? Write two paragraphs. Use ideas from the box.

gets to / leaves (the university/school) ...

has (tea/coffee/lunch) ...

goes to (the first class / the library) ...

studies ...

First, then, next, after that, ...

At (...) o'clock ...

In the morning / In the afternoon ...

After / before ...

APPENDIX 3

Analysis of the Existing Reading Materials

Table 1 – the Analysis of Unit 1 MKU course book

Criteria of the Analysis	
Unit Title	Student Life
Activity Description	The knowledge of effective reading
Objective Description	In the first chapter of the book, there is an article about effective reading purposed to give knowledge to the students and find what type of reader they are. Next, the students are asked to practice their reading comprehension by read the written descriptive text and fill the table provided below. Lastly, the students are expected to show their writing skills in writing descriptive text about people.
Topic	This chapter provides two kinds of text with different purposes. The first text aimed to give more knowledge to the students about effective reading and find what type of reader they are. Second text is a descriptive text which is purposed to let students practice their reading comprehension skills through writing the table provided. However, these two texts are not related to major of the students, especially Pendidikan Kimia study program students.
Interest	Those two texts might give benefit to the students as the students are given a brief knowledge about effective reading and reading strategies in order to enhance students' reading skill. However, the texts are irrelevant to the study program causing the lacks on the students' interest.
Lexical knowledge	Both of the texts mostly contain common words which help the students understand the text easily. The descriptive text about two people has too many repetition on it which might cause the text is being uninteresting to read.
Authenticity	The texts are designed to give a brief knowledge to the students, especially about macro and micro skills in reading. However, it cannot be considered as an authentic material for certain students as it is a common topic for common English, or even, a language.
Significance of the content	The text of the effective reading focuses on giving a brief knowledge about effective reading skills. On the other hand, the other text is aimed to give the students chance to develop their reading comprehension. However, both the texts are too general causing there is no significance found for certain study program students.

Cultural background knowledge	In those text, there are no cultural background knowledge provided nor needed for the reader to understand the text.
Text layout	The font size of the texts is big enough for the students to read and understand the texts easily.
Text visual	There is one picture of a man reading a book inserted on the effective reading text. However, the picture is not supporting any knowledge or information provided on the text nor the chapter. It is likely that the picture is inserted to represent the text itself which discuss about reading activity.
Values	Both of the text is not contained a value, instead there is a knowledge about effective reading and descriptions of two certain people.

Table 2 – the Analysis of Unit 2 MKU course book

Criteria of the Analysis	
Unit Title	Where in the world
Activity Description	Read the descriptive text about certain places provided in this chapter to practice skimming and scanning technique in reading.
Objective Description	Firstly, the three articles about Singapore, Morocco, and Wales are aimed to develop students' reading comprehension. Secondly, there is an introduction to certain vocabularies to the students based on the text before. Next, there is a picture of a mind map provided as a material purposed to help students in doing a mind-mapping about a descriptive text by asking the students to fill the blank in the picture using the words provided. Lastly, two next activities or material aimed to introduce what is conjunction in English. The result of the introduction expected to help the students in linking their ideas.
Topic	There are three articles in this chapter: The Republic of Singapore, The Kingdom of Morocco, and Wales. Those three have a purposed to describe a certain place. The text can be understood easily by the students as they use a lot of common words. This topic is also appropriate to a certain group of students but not for Public Relation Study Program students.
Interest	These articles don't have many difficult words to be understood by students. Despite of that, these articles are considered as a certain material for a certain student but

	seems to have a less-interesting topic to Public Relation study program students.
Lexical knowledge	The texts are easily understood by the students since they contain many common words. They also give the students a clear hint about what descriptive text of place looks like by using common words in English.
Authenticity	The articles purpose to give a description of a certain place and it cannot be considered as an authentic material for Public Relation students.
Significance of the content	There is no significance found for students of Public Relation in this chapter as it only focuses on describing a certain place.
Cultural background knowledge	There is no need for a specific cultural background to understand those text. However, the text provides cultural knowledge such as, the example of language used in Singapore and Morocco, economic commodities in Morocco, etc.
Text layout	The font size of the text is considered big enough to help the students easily to read the text.
Text visual	There are 9 pictures that can be found in this chapter: buildings in Singapore, a busy street in Morocco, a castle in Wales, waving flags of many different countries, Amazon River, Eiffel Tower, Mount Everest, Sahara Desert, Amazon River, and Opera House in Sidney. The pictures are supported the materials given in this chapter as this chapter focus on descriptive text of place. The pictures also can attract the students to pay more attention to the materials.
Values	There is no value found in this chapter, instead all the materials in this chapter focus on describing a certain place.

Table 3 – the Analysis of Unit 3 MKU course book

Criteria of the Analysis	
Unit Title	Daily Routine
Activity Description	This chapter focus on reading a passage about "work and stress" as a daily routine of certain group of people.
Objective Description	First, the students are asked to predict what will they learn in this chapter by reading the text with skimming strategies. After that, the students are asked to check whether their prediction is correct or not by reading the text carefully. Next activity, there is passage about work and stress and the students are asked to decide the jobs are healthy, or a

	stressful job, or most people want by reading the description provided. The fourth activity is to ask the students to fill the blank in the summary passage by using the words provided in the box. Furthermore, the students are asked to read a few sentences in jumbled order, circle the sequencing words, and put the sentences in order. Lastly, the students are asked to do a little interview to their mate about their daily routine and make two paragraphs of it in order to practice their writing and speaking skill.
Topic	There are three texts in this chapter discusses about a daily routine of a certain person focusing on their jobs. This topic is too common to be considered as a specific topic for specific students as the texts mostly talk about jobs and how stressful they can be in a general way.
Interest	The texts have many common words used in English. However, they have little difficult words to be understood by students. Thus, the texts cannot be considered as a specific material for a specific students' purpose.
Lexical knowledge	The lexical item provided in this chapter focus on occupation-related lexical, such as florists, fire fighter, managing director, etc. Furthermore, the texts get the students to compare the meaning of one passage to another with certain lexical items within the passage. However, none of the lexical in this chapter related to Public Relation field.
Authenticity	The texts mostly discuss about someone daily routine, specifically on what is their jobs and what they do in their job, in a general way. Thus, this material considered as an inauthentic material for specific students.
Significance of the content	Instead of giving a significance for a certain group of students, the texts significance is to describe a certain thing happened in someone's daily life, such as stressful jobs, in general which cause the passage is uninteresting for they who wants to learn English related to their major.
Cultural background knowledge	There is no specific cultural background knowledge found in the texts. It only provides a general culture of stressful and healthy jobs.
Text layout	The size of the font in the texts is big enough to make the readers easy to read it.
Text visual	There are five pictures in this chapter focus on someone's occupation. Those pictures do not support any information of the texts since the they do not talk about a certain job,

	instead they provide information about stressful and healthy job in general.
Values	There is a moral value in this chapter which is someone should take a job they wanted and they like, instead of perfect job with a big salary that makes you stress.

Table 4 – the Analysis of Unit 4 MKU course book

Criteria of the Analysis	
Unit Title	Food, Drink, and Cultures
Activity Description	Read the article about food miles in some countries in the world.
Objective Description	The chapter opens with the students are asked to read the text and answer the questions given to develop their scanning technique in reading. Next, the students are asked to give their opinion about the meaning of food miles. Thirdly, they are invited to match the sentences provided by deciding in what paragraph the sentences belong to. The fourth activity guide the students to learn how to link their ideas with conjunction. After that, the readers are asked to rearrange the jumbled sentences. The next activity is purposed to develop their lexical knowledge related to the topic of the chapter while the other activity aimed to develop students' awareness of how to correctly use pronoun. Lastly, the students are asked to write a paragraph about a traditional food or drink in their country.
Topic	The article on this chapter focuses on pros and cons in a discussion about food miles and giving a brief explanation of how a writer deliver his or her ideas in a written text. However, the article is considered too heavy for non-English college students since its lack of common used English words. This article also does not have many public relation-related vocabularies to give the students to enhance their vocabularies.
Interest	The information in this article might be beneficial for the students since it is a rare topic to discuss nowadays. However, the material seems less-interesting because of the topic discussed is irrelevant to the public relation field.
Lexical knowledge	There is a little of new lexical knowledge provided in the class. The lexical knowledge might be beneficial for the students in agricultural major but not for the Public Relation students.

Authenticity	The text is designed purposed to give an example about how a writer delivers his or her ideas or thought in a written text. However, the article is considered as inauthentic material for Public Relation students since it is not related to the field of Public Relational.
Significance of the content	There is no specific significance found in this chapter for students of Public Relation study program.
Cultural background knowledge	Instead of providing a cultural background knowledge, the text contains a knowledge of certain food in a certain country.
Text layout	The font size of the text is too small causes the students cannot read it easily.
Text visual	There is a picture of world map part in the picture focuses on the UAE, Germany, India, China and Australia. However, the picture seems not supporting any information provided in the text.
Values	There is no moral value found in this article.

Table 5 – the Analysis of Unit 5 MKU course book

Criteria of the Analysis	
Unit Title	Newspaper articles
Activity Description	Read news article posted on Jakarta Post.
Objective Description	Firstly, the students are asked to read the text to the messages of the text. Second activity asks the students to fill the blank section by choosing a, b, c, or d option. Next, the students are asked to make a simple question by using 5W + 1H question words. Fourth activity guide the students to get a specific information in the text by answering few questions based on the text. In the fifth activities, the students are asked to read another article from Jakarta Post and read the following questions: fill in the blank section, find the information of in what paragraph the sentences in the box belong, and decide two last missing paragraphs in an article provided and rearrange the paragraphs to make it in order.
Topic	This chapter provides two articles from Jakarta Post. First article, 'Govt shows signs that it may allow dual citizenship', give the readers the information about Indonesia Government wants to allow its citizen have dual-citizenship. Second article which is "Young girl's dream crushed by citizenship law" talks about Gloria Natapradja Hamel, a girl who has a dream to be one of the Paskibra

	team member, has to be 'crushed' as Indonesia Government considered that her dual-citizenship as violation to Indonesia citizenship law.
Interest	The two articles use many uncommon words and difficult words for non-English college students which cause these two articles is less-interesting for them as they have many difficulties in grasping the message of the articles that is caused by less vocabulary to understand the articles.
Lexical knowledge	There are many new lexical found on these articles. However, the new lexical is considered too difficult for non-English university students as well as irrelevant to the needs of the Public Relation students.
Authenticity	These two articles are considered as an inauthentic material for the Public Relation students as the articles aimed to inform and reshape students' interpretation in the field of Indonesian law which is not related to Public Relation field.
Significance of the content	A significance can be found in the articles for law major students which is to inform the students about an occurrence in Indonesia law. instead of the content that focus on significance of the Public Relation study program students' needs.
Cultural background knowledge	There is needed a cultural background knowledge about multi citizenship in Indonesia in order to easily understand the articles. However, the articles have nothing to do with Public Relation field.
Text layout	These articles' text size is too small and the space for each paragraph is not well-considered causes the students having some difficulties in reading the articles.
Text visual	This chapter has two pictures that only purposed to represent the content of the articles and not supporting any ideas or information contained in the articles.
Values	There is a moral value found in the second article. The value is about not giving your dreams up and always trusting the God to make it the best for us.

Table 6 – the Analysis of Unit 6 MKU course book

Criteria of the Analysis	
Unit Title	Brain Power
Activity Description	Read the passages about how our brain works.

Objective Description	In the first activity on this chapter, the students are asked to read a short article about brain facts and make a guess about what they will learn and discuss in this chapter, guessing done by answering the questions provided. Next activities asked the students to shortly look to the contents of this chapter and check whether their prediction is correct or not. Next, there is a small quiz that should be answered by the students in order to check their comprehension about the text. Fourth activity indulged by asking the students to read the next article about how to keep your brain healthy and try to make question out of information on each paragraph. Lastly, the students are asked to read the last texts, "the importance of sleep" and to take notes about the important point of the text in order to write a summary out of it.
Topic	There are three articles provided in this chapter. All the articles have a similar theme, informing the students something about our brain. In the first article, there is an information about common brain facts. The second article give the students some tips to keep their brain healthy. The last article tells the students about the importance of sleep. The articles are irrelevant to the Public Relation major students' needs as they have nothing to do with the field.
Interest	The information of the articles may give the students a benefit since it contains many interesting information. However, the articles are not related to Public Relation student needs causing they pay less attention to the materials.
Lexical knowledge	The texts provide many new lexical items in it. The texts also contain many common words making the students easily understand the text.
Authenticity	The articles in this chapter focus on informing a knowledge related to the brain to the students. Therefore, the reading materials cannot be considered as the authentic one as it is irrelevant to the Public Relation field.
Significance of the content	There is no a specific significance in this chapter related to Public Relation study program.
Cultural background knowledge	There is no cultural background knowledge provided nor needed in reading and understanding the text.
Text layout	The first and the third texts use a bit small font size in their text that might be causing the difficulties for the students' readers in reading the texts. However, the second text has

	bigger font size than those two texts which might help the students to read the texts easily.
Text visual	The chapter contained interesting pictures that also supporting the information provided in the articles.
Values	There is no moral value found in this chapter.

Table 7 – the Analysis of Unit 7 MKU course book

Criteria of the Analysis	
Unit Title	Modern Technology
Activity Description	Read the articles and letters provided and write the best correspondences for the following questions.
Objective Description	Firstly, the students are asked to read the article and the letters provided in this chapter and answer the questions following those two texts. Second activity invites the students to scantily read the first articles to decide the statements followed is true or false based on the article read. Next, the students are asked to match the main topic sentences to the sentences that is provided in the box beside the main topic sentences and fill the blank sentences on each paragraph provided. Fourthly, the students are invited to read the next articles that talks about mobile phone. The students will also be asked to decide whether she or he is on the same boat as the writer or not. Lastly, the students are asked to find linking words and phrases from the second article, match the linking words with the synonym beside them, and replace the provided words with the correct synonym.
Topic	This chapter contain two articles, technology today and the advantages and disadvantages in using a mobile phone, and three letters. The first article, technology today, has two sub-texts in it: the silent plane and the car that drives itself. The article discusses about the danger in using a mobile phone when you are droving. The second one focusses on advantages and disadvantages in using mobile phones. The three letters are the readers of the newspaper (or magazine?) opinion on technologies nowadays. The articles and the letters are relevant to the main topic of the chapter which is modern technology. However, the topics are not relevant to the field of public relational.
Interest	The texts in this chapter seems to be interesting for students nowadays in general way as the texts mostly talk about modern technology nowadays. However, the text

	cannot catch the students interest based on the relevancy between the materials and the needs of the students.
Lexical knowledge	The lexical knowledge in this chapter focuses on technology-related lexical. This chapter also provides some new lexical items as one of the activities in this chapter is asked the readers to find the synonym of certain words. However, the most of the new lexical knowledge provided in this chapter is irrelevant to the Public Relation study program.
Authenticity	The articles and the letters can be considered as an authentic material for a certain group of students but not for Public Relation study program students.
Significance of the content	Instead of providing a specific significance for public relation students, this chapter had significance to the user of technologies nowadays.
Cultural background knowledge	This chapter provides a cultural background knowledge about the condition of some phone users nowadays to its readers, as it is stated on the second article that most of people find them (mobile phones) essential and could not manage without them.
Text layout	The articles' and letters' size are too small which make the readers have some difficulties in reading them.
Text visual	The two articles have some pictures which seems purposed to attract the interest of the students to read the article as well as to represent what is the text about.
Values	There is a value contained in the second article of the chapter about using your mobile phone wisely.

Table 8 – the Analysis of Unit 8 MKU course book

Criteria of the Analysis	
Unit Title	Past and Present
Activity Description	Read and write a biographical text of a famous person.
Objective Description	To open this chapter, it asked the students about books they read recently. Next, the students are asked to rearrange the jumbled part on the articles about three famous writers. Thirdly, the chapter guides the students to scan the information from the articles and write the information they got on the table provided. After that, the students are asked to practice their writing skill in English text with these orders: students answer the questions after they have read the biographical text; next, they are asked

	to complete the fill in the blank section on the text with the words provided; students rearrange the jumbled sentences in order to make a good short biography of Nelson Mandela; students write a biography of famous person from their respective academic field.
Topic	This chapter provides three biographical texts: biographical of Agatha Christie, William Shakespeare, and Ahmed Shawqi. The main topic of this chapter is to give knowledge about what a biographical text is as well as how to read it and write it. Firstly, this chapter, focuses on famous writer's biography. However, in the last activity of this chapter, the students are asked to write any famous person they know on behalf of their respective program.
Interest	The materials on this chapter is likely interesting for students in a general way as the chapter provide well-known writers biography. However, on behalf of a certain major, it seems less-interesting.
Lexical knowledge	This chapter focuses on describing a people and the used of past tense in a text in term of its lexical knowledge. The lexical knowledge provided seems not to be related to the Public Relation program since it is lack of common word used in Public Relational field.
Authenticity	The materials can be considered as an authentic material for writing a biographical text. However, it lacks of authenticity for a specific purpose, especially for Public Relation students.
Significance of the content	There is no significance for PR students found in this chapter as the chapter focuses on biography text and the use of past tense.
Cultural background knowledge	There is historical background knowledge of the famous writers. However, it is lack of cultural background knowledge related to Public Relation major.
Text layout	The paragraph of the text is well-organized and it helps the student to easily read the text. However, the font of the text is too small and it makes some difficulties for the students in reading the texts.
Text visual	This chapter provides the pictures of the famous writers purposed to attract the students to read the text as well as to support the information of the text in term of the knowledge about the appearances of those famous writers.
Values	There is no value found in this chapter.

APPENDIX 4

Transcript of Interview

#Interview Session 1

- Interviewer: Materi bacaan Bahasa Inggris apa saja yang anda dapatkan dalam kelas MKU Bahasa Inggris?
- Student 1: Untuk materi Bahasa Inggris itu dapat 3 skill, speaking, writing, dan listening. 3 *skill* yang diutamakan ini kami dapatkan. Lalu kebetulan pas MKU Bahasa Inggris dosen saya ini sibuk banget jadi dia jarang masuk, sekalinya ada pertemuan langsung dikasih banyak tugas sama beliau dan beliau suka kasih kita tugas writing kayak fill in the blank, misalnya story about Jakarta, nah dia lebih fokusin di sisi jakartanya, nah dia pengen lebih luas lagi, Jakarta tuh apanya, di bidang artnya kah atau di bidang kuliner, atau transportasi, pokonya beliau minta kita berpikir lebih dalam dan luas lagi untuk menambah knowledge kita. Terus beliau ngelatih kita untuk presentasi dan public speaking di depan di waktu beliau masuk yang jarang banget itu.
- Interviewer: Apakah materi bacaan yang diajarkan dalam kelas MKU Bahasa Inggris mampu menarik perhatian anda ataupun memotivasi anda dalam mempelajari Bahasa Inggris lebih jauh?
- Student 1: Kalo dari segi materi bacaannya sih biasa aja seperti kita ngulang waktu SMA.
- Interviewer: Lalu, apakah menurut anda penyampaian materi bacaan tersebut sudah sesuai dengan tuntutan yang jurusan anda berikan? Alasannya?
- Student 1: Belum, materi yang diberikan oleh mku itu sangat umum, dan kalau untuk PR sendiri sih belum terpenuhi materi-materi bacaannya.
- Interviewer: Kesulitan seperti apa yang anda temui dalam pembelajaran mku Bahasa Inggris dan kesesuaiannya dalam pembelajaran di jurusan anda?
- Student 1: Kesulitan yang paling utama adalah miskinnya vocab kita, kadang kita terkecoh oleh grammar-grammar, gerund, terus juga materi if conditional. Kalau untuk PR, kebetulan kita banyak banget buku-buku bacaan di matkul jurusan yang full English, dan dosen yang mengampu pun mengembalikan semua arti dari buku-buku itu ke kita, suruh kita mengartikan sendiri, mau ngga mau kita harus baca, dan di pertemuan selanjutnya kita udah harus ngerti sendiri. Kayak misalnya ada tuh 'printer' kalimat di buku managing PR, it bilang 'PR walking with printer', kan itu bisa aja kita ngartiinya beda-beda sehingga pemahaman sekelas pun berbeda-beda.
- Interviewer: Terakhir, menurut anda, materi bacaan Bahasa Inggris yang seperti apa yang anda inginkan dan cocok diajarkan dalam mku Bahasa Inggris?
- Student 1: Pengennya sih materi bacaan Bahasa Inggris yang menarik mahasiswa untuk berpikir kritis, nah dengan materi-materi kayak gitu kan akhirnya kita juga bisa dipaksa untuk menanyakan sesuatu yang belum kita pahami atau ketahui, jadi berintegrasi gitu antara reading sama speakingnya.

#Interview Session 2

- Interviewer: Materi bacaan Bahasa Inggris apa saja yang anda dapatkan dalam kelas MKU Bahasa Inggris?
- Student 2: Materi yang paling saya dapet sih pertama itu, bagaimana cara mendengarkan Bahasa Inggris pada listening, terus juga belajar reading, grammar, dan lain-lainnya.
- Interviewer: Apakah materi bacaan yang diajarkan dalam kelas MKU Bahasa Inggris mampu menarik perhatian anda ataupun memotivasi anda dalam mempelajari Bahasa Inggris lebih jauh?
- Student 2: Bahan bacaan yang diajarkan masih terlalu umum, tapi karena dosen yang menyampaikan menarik jadi ya it's ok.
- Interviewer: Lalu, apakah menurut anda penyampaian materi bacaan tersebut sudah sesuai dengan tuntutan yang jurusan anda berikan? Alasannya?
- Student 2: Kalau secara umum sudah, tapi kalau untuk PR sendiri sih dari segi materi bacaan belum, tapi dari segi pengajaran dosen udah mencukupi lah.
- Interviewer: Kesulitan seperti apa yang anda temui dalam pembelajaran mku Bahasa Inggris dan kesesuaiannya dalam pembelajaran di jurusan anda?
- Student 2: Kesulitan yang saya temui itu bukan berkaitan dengan bacaan, tapi lebih ke arah listening sih.
- Interviewer: Terakhir, menurut anda, materi bacaan Bahasa Inggris yang seperti apa yang anda inginkan dan cocok diajarkan dalam mku Bahasa Inggris?
- Student 2: Menurut saya, materi bacaan yang paling penting diajarkan di mku itu yang tentang conversation, bagaimana kita bercakap dengan baik dan benar, apalagi di dunia perkuliahan materi-materi seperti itu pasti sangat dibutuhkan.

#Interview Session 3

- Interviewer: Materi bacaan Bahasa Inggris apa saja yang anda dapatkan dalam kelas MKU Bahasa Inggris?
- Student 3: Kebanyakan sih tentang bagaimana cara mengaplikasikan Bahasa Inggris dalam kehidupan sehari-hari
- Interviewer: Apakah materi bacaan yang diajarkan dalam kelas MKU Bahasa Inggris mampu menarik perhatian anda ataupun memotivasi anda dalam mempelajari Bahasa Inggris lebih jauh?
- Student 3: Kalo dari segi materi bacaannya sih biasa aja ya, umum sekali, tapi dosen kami mampu mengembangkannya jadi pelajarannya lebih terasa.
- Interviewer: Lalu, apakah menurut anda penyampaian materi bacaan tersebut sudah sesuai dengan tuntutan yang jurusan anda berikan? Alasannya?
- Student 3: Secara umum sudah, tapi kalau untuk di jurusan itu belum terpenuhi karena tergantung diri kita masing-masing bagaimana ingin memulainya.
- Interviewer: Kesulitan seperti apa yang anda temui dalam pembelajaran mku Bahasa Inggris dan kesesuaiannya dalam pembelajaran di jurusan anda?
- Student 3: Kosakata atau vocabulary saya, karena dosen MKU Bahasa Inggris saya baru belajar tentang vocab-vocab yang familiar, sedangkan di jurusan saya kebanyakan materi bacaan Bahasa Inggrisnya udah tinggi levelnya, jadi banyak vocab yang baru saya temui tapi pas mku Bahasa Inggris itu ya vocabnya yang familiar-familiar saja.
- Interviewer: Terakhir, menurut anda, materi bacaan Bahasa Inggris yang seperti apa yang anda inginkan dan cocok diajarkan dalam mku Bahasa Inggris?
- Student 3: Menurut saya, materi bacaan yang diajarkan oleh dosen mku Bahasa Inggris saya sudah cocok untuk mahasiswa baru seperti kami, tapi alangkah lebih baiknya jika kami diajarkan kosakat yang lebih high-class agar menunjang bacaan-bacaan kami sebagai mahasiswa kedepannya.

#Interview Session 4

- Interviewer: Materi bacaan Bahasa Inggris apa saja yang anda dapatkan dalam kelas MKU Bahasa Inggris?
- Student 4: Materi bacaan yang saya dapatkan waktu itu di mku Bahasa Inggris itu ada tentang menceritakan diri sendiri, terus tentang deskriptif, effective reading, biografi, tentang pengembangan teknologi, ya gitu.
- Interviewer: Apakah materi bacaan yang diajarkan dalam kelas MKU Bahasa Inggris mampu menarik perhatian anda ataupun memotivasi anda dalam mempelajari Bahasa Inggris lebih jauh?
- Student 4: Materi bacaan yang diajarkan ini sebenarnya ngebosenin, tapi dosennya punya cara untuk mengembangkan materi-materi yang ngga kita dapet dari buku mku Bahasa Inggris, tapi itu bukan bacaan sih, lebih ke masukkan aja atau motivasi belajar
- Interviewer: Lalu, apakah menurut anda penyampaian materi bacaan tersebut sudah sesuai dengan tuntutan yang jurusan anda berikan? Alasannya?
- Student 4: Kalo dari segi pembelajaran sih udah, tapi kalo dari segi materi bacaan belum, karena kan kita nanti baru dapet English for PR di semester empat sedangkan kita Cuma belajar Bahasa Inggris sekali pas semester satu dan di semester dua dan tiga itu kita banyak banget buku bacaan yang berbahasa Inggris, nah menurut saya harusnya mku Bahasa Inggris ini bisa memenuhi kebutuhan di jurusan kita juga kayak vocab-vocabnya lebih diperbanyak dan materi bacaan pas mku juga ditingkatin, gitu sih.
- Interviewer: Kesulitan seperti apa yang anda temui dalam pembelajaran mku Bahasa Inggris dan kesesuaiannya dalam pembelajaran di jurusan anda?
- Student 4: Kalo di mku Bahasa Inggris kesulitan yang saya hadapi itu karena di mku lebih banyak writing dan conversation sementara materi bacaannya kurang banyak sih, kayak missal di mku belajar naratif, deskriptif, padahal itu ngga kepake di jurusan saya.
- Interviewer: Terakhir, menurut anda, materi bacaan Bahasa Inggris yang seperti apa yang anda inginkan dan cocok diajarkan dalam mku Bahasa Inggris?
- Student 4: Kalo saya sih ingin materi bacaan yang mengandung grammar dan perbanyak vocabulary tentang PR, dan gimana cara pronouncenya itu.

#Interview Session 5

- Interviewer: Materi bacaan Bahasa Inggris apa saja yang anda dapatkan dalam kelas MKU Bahasa Inggris?
- Student 5: Bahan bacaannya kayak pas di SMA aja, umum gitu
- Interviewer: Apakah materi bacaan yang diajarkan dalam kelas MKU Bahasa Inggris mampu menarik perhatian anda ataupun memotivasi anda dalam mempelajari Bahasa Inggris lebih jauh?
- Student 5: Materi bacaannya sih kurang ya, kalo prakteknya sih sering karena dosennya udah pernah ke luar negeri makanya setiap kali dia masuk di waktu yang jaran banget ini ya dia kurang fokus sama materi bacaan yang ada di buku, paling memotivasi lewat pengalaman dia gitu.
- Interviewer: Lalu, apakah menurut anda penyampaian materi bacaan tersebut sudah sesuai dengan tuntutan yang jurusan anda berikan? Alasannya?
- Student 5: Menurut saya iu belum sesuai karean keterbatasan dosen yang sibuk, kita bukan menambah ilmu baru tapi hanya memperkuat yang sudah pernah dipelajari di SMA. Jadi nambah ilmunya sedikit gitu, untuk diaplikasikan ke jurusan saya, nah sedangkan di jurusan saya itu buku-bukunya berbahasa Inggris yang mungkin harusnya banyak vocabulary yang sudah dikuasai namun efeknya belum terasa dari mku Bahasa Inggris itu.
- Interviewer: Kesulitan seperti apa yang anda temui dalam pembelajaran mku Bahasa Inggris dan kesesuaiannya dalam pembelajaran di jurusan anda?
- Student 5: Kalo materi bacaan di mku Bahasa Inggris sih sebenarnya ngga sulit soalnya kata-katanya sering kita temui kayak tentang liburan lah pokoknya yang sehari-hari kita temuin, nah terus kalo di jurusan saya materi bacaannya lebih baku jadi agak sulit sampe harus buka kamus, padahal kan itu bisa aja diselipin di materi pembelajaran pas mku Bahasa Inggris.
- Interviewer: Terakhir, menurut anda, materi bacaan Bahasa Inggris yang seperti apa yang anda inginkan dan cocok diajarkan dalam MKU Bahasa Inggris?
- Student 5: Saran saya untuk materi bacaan yang harus diajarkan di MKU Bahasa Inggris itu kayak cara kita mengeja suatu kata dengan baik dan benar agar kita lebih tahu bagaimana mengeja Bahasa Inggris, bukan cuma pas praktek, tapi modulnya juga perlu, terus materi-materi bacaannya tuh menurut saya yang ngga sama kayak pas waktu kita di SMA, kayak pengalaman liburan itu ngga penting, justru kita harus belajar yang belum kita tahu, dan bisa meningkatkan materi bacaan kita ya seperti anak kuliah lah gitu.

APPENDIX 5

Suggested Reading

Material

LESSON PLAN TEMPLATE

Course	MKU Bahasa Inggris
Topic	PUBLIC RELATIONS?
Group of Students	2 nd Semester Students in Public Relation Study Program
Duration	100 minutes
Central Objective	After completion of the topic, students will be able to gain knowledge and understanding about Public Relation specifically.
Specific Objectives	After completion of the topic, students will be able: <ol style="list-style-type: none">1. To introduce and define the Public Relation2. To relate the need for public relations3. To identify methods and techniques of public relations4. To discuss the career in public relation field

Table 9 - the Analysis of the Prototyped Materials

Criteria of the Analysis	
Unit Title	PUBLIC RELATIONS?
Activity Description	Read the articles about public relation field specifically.
Objective Description	The first activity which is pre-reading activity lead students' perception in guessing the meaning of the words in context, this include to introduce the vocabulary in Public Relation field. In the second activity, students are asked to fill in the blank of the definition of public relation. The third reading activity asks readers to scan the information about the real life of public relation activity. The last reading activity guides readers to enhance their critical thinking through build the provided questions and to improve their vocabulary mastery through vocabulary exercises.
Topic	The topic contains in this unit is telling how is the real life of public relation professional, with this article, readers can identify the important things which should they do to be in a real public relation field. The topic of this text is relevant to the Public Relation study program to introduce them as freshman in university level students.
Interest	The content of this unit significantly relevant to the topic wanted by students of Public Relation study program which is means this unit can reach their motivation in learning English.
Lexical knowledge	The lexical items in the reading text provided a new (unfamiliar) words which is marked by yellow words. Thus, this condition let the students guessing the meaning of those contexts by filling the blank in the other sentences provided in vocabular exercises section.
Authenticity	The reading text employed in this unit is authentic. The content of this unit is relevant to the needs of Public Relation study program and it contains the real life of public relation career so it can useful for their life in higher education.
Significance of the content	There is a specific significance in this chapter related to Public Relation study program.
Cultural background knowledge	There is cultural aspect in this article which is contained the career in public relation field to guide the previous knowledge of the students.
Text layout	The text layout in this topic is quite colourful with font colour of the new vocabulary is interesting to gather more attentions of the readers. Last, the font size is quite normal in order to make the readers comfort when read the articles.

Text visual	As well as the previous criteria, the text visual presented in this unit support the attractiveness of the physical appearance of the unit.
Values	There is a value aspect delivered in this reading text as seems as the career of public relation professionals.

UNIT I

PUBLIC RELATIONS?



ACTIVITY 1

Warm Up – Explain the Graph!

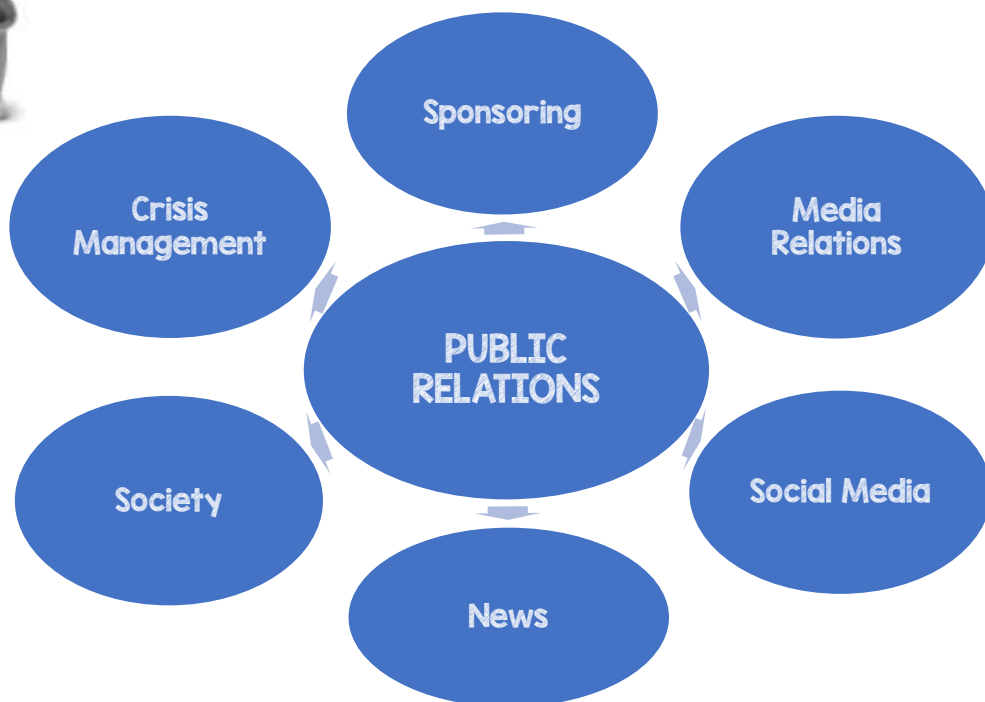


Figure 1.1

(Source: http://www.smallbizio.com/wp-content/uploads/2013/08/public_relations)

- Would you add anything else to the PR field? If yes, what is that?
- What do you know about PR? What is it for you?



DO YOU KNOW?

Five must-have skills for a career in PR

1. Communication skills
2. Research skills
3. Writing skills
4. International mindset
5. Creativity



ACTIVITY 2

Let's Define – Complete the definition of Public Relation with the words from the box.

audiences

publics

persuade

Public relations (PR) is the practice of managing the flow of information between an organization and its _____. Public relation provides an organization or individual exposure to their _____ using topics of public interest and news items that do not require direct payment. Their aim is often to _____ the public, investors, partners, employees and other stakeholders to maintain a certain point of view about the company, its leadership, products of political decisions. Common activities include speaking at conferences, winning industry awards, working with the press, and employee communication.



ACTIVITY 3

Extend Your Knowledge! – Read the text below and answer the questions.

PUBLIC RELATIONS Methods, Tools, and Tactics

Traditional public relations tools include press releases and press kits which are distributed to the media to **generate interest** from the press. Other **widely used** tools include brochures, newsletters and annual reports. Increasingly, companies are utilizing interactive social media outlets, such as blogs, Microblogging and social media. Unlike the traditional tools which allowed for only one-way communication,



social media outlets allow the organization to engage in two-way communication, and **receive immediate feedback** from various stakeholders.



There are two types of Two-way communication, Two-way asymmetrical public relations and Two-way symmetrical public relations.

An asymmetrical public relation model is unbalanced. In this model an organization gets feedback from the public and uses it as a basis for attempting to persuade the public to change. A symmetrical public relation model means that the organization takes the interests of the public into careful consideration and public relations practitioners **seek a balance** between the interest of their organization and the interest of the public.

Video and audio news releases (VNRs and ANRs) are often produced and distributed to TV outlets in hopes they will be used as regular program content, with or without acknowledgment of the source. One emerging theme is the application of psychological theories of impression management.

Advertising dollars in traditional media productions have declined and many traditional media outlets are seeing declining circulation in favour of online and social media news sources. One site even tracked the death of newspapers. As readership in traditional media **shifts to** online media, so have the focus of many in public relations. Social media releases, search engine optimization, content publishing, and the introduction of podcasts and video are other **burgeoning** trends.

The development of social media increased the speed of breaking news, so public relations professionals no longer have the luxury of time to construct a news statement after a daily news deadline. The viral effect of social networks requires adequate training and real-time social media monitoring in order **to detect the early signs** of breaking news.

Source: http://en.wikipedia.org/wiki/Public_relations



ACTIVITY 4

Exercises – Understanding the text.

A. Critical Thinking Exercise

Build the questions to the text and answer them.

1. What / traditional / include / public relation / tools? (Present Simple)

➤ **QUESTION:**

➤ **ANSWER:**

2. What / other / interactive /social media outlets / start / utilize / companies? (Present Continuous)

➤ **QUESTION:**

➤ **ANSWER:**

3. What / the difference / is / an asymmetrical public relation model / between / and / a symmetrical public relation model?

➤ **QUESTION:**

➤ **ANSWER:**

4. Why / video and audio news releases / often / produced and distributed / are / to TV outlets?

➤ QUESTION:

➤ ANSWER:

5. What / cause / the development / social media / of? (Present Perfect)

➤ QUESTION:

➤ ANSWER:

B. Vocabulary Exercise

Use the highlighted expressions from the text in the sentences below.
Remember to use them in a correct grammar form.

widely used

seek a balance

detect early signs

burgeon

receive feedback

generate interest

shift to

1. Giving and _____ is one of the most difficult things to do in communicating.
2. Why did the European nations _____ of power after the 30 years' war and what method did they use?
3. Muller's eyes _____ the telephone.
4. The mouse is the most _____ animal in research labs.
5. The company hoped to profit from _____ communication industry.
6. This issue has _____ a great deal of _____ among employees.
7. _____ and symptoms of this disease is very difficult.

DAFTAR RIWAYAT HIDUP

Indah Juniasari Tanuwidjaya lahir di Jakarta pada 24 Juni 1996. Penulis merupakan anak pertama dari tiga bersaudara dari pasangan ibu Eryanty dan bapak Tan Hian Soe. Indah bertempat tinggal di Jalan Alastua Raya, Rt.002/04 no.57, kel.Semanan, kec.Kalideres, Jakarta Barat 11850.

Pada tahun 2013, penulis menyelesaikan pendidikan menengah kejuruannya di SMKN 42 Jakarta pada jurusan akuntansi. Kemudian, pada tahun 2013 penulis menempuh pendidikan Strata 1 pada program studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni di Universitas Negeri Jakarta. Penulis telah dinyatakan lulus dari Universitas Negeri Jakarta pada tanggal 22 Januari 2018 dengan judul skripsi *Prototyping the English Reading Material for Public Relation Study Program in Universitas Negeri Jakarta*.

Penulis merupakan mahasiswa yang aktif berorganisasi, organisasi yang diikutinya diantara lain: BEM Jurusan Bahasa dan Sastra Inggris, BEM Fakultas Bahasa dan Seni, LDK Salim UNJ, Komunitas Indonesia Ramah Anak, dsb. Penulis juga merupakan Duta Muslimah UNJ 2016 dan Co-Founder dari Forum Generasi Madani (Gen Madanians). Penulis dapat dihubungi melalui surat elektronik di 132955.indahjuniasari@gmail.com